

# Growing for Good: A Community Garden Connections Manual



A manual with best practices and tips for garden leaders managing growing spaces designed to increase food security, offer community education through volunteer opportunities, and build community capacity to grow food.

Community Garden Connections:  
<http://www.antiochne.edu/cgc/>

## Acknowledgments

This garden manual is the result of two pilot years of Community Garden Connections (CGC) growing produce and implementing community education at a one acre garden plot, in partnership with The Cheshire County Conservation District ([CCCCD](#)). The garden project has been informed by the mission and work of CGC over the last four years, the City of Keene New Hampshire, the CCCC; as well as through feedback from CGC partners, community input from CGC's Advisory Committee and volunteers, expert advice from fellow community educators, and constant reflection on the part of CGC student coordinators and faculty advisors. The manual was inspired by the previous work of student program Co-Coordinator, and is meant to be a complementary publication to the [Community Garden Connections Education Manual](#).

**Lead Author:** Sara Powell

**Principal Editors:** Libby McCann and Nathan Loomis

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# Executive Summary

The following master's project is a culminating effort based around my work with Community Garden Connections (CGC) at Antioch University New England (AUNE). The purpose of this manual is to act as a resource for garden and farm leaders managing growing spaces with a mission of increasing community food security through food justice as well as educational outreach efforts. The issues of food justice and food insecurity affect many communities. There are 49 million people living in food-insecure households, according to the USDA.<sup>1</sup> There are many community garden and farm projects that are working to educate on how to grow food, strengthen the food system, empower individuals, and help create more resilient communities. Working to create social and community capital in and around these gardens is as important as the food being grown. Balancing the hard work of managing a production growing space with volunteer outreach and management, all the while providing educational opportunities and connecting with community members, is both challenging and rewarding. The intent of this manual is to pinpoint the key elements that lend themselves to success for this unique type of gardening initiative.

To that end, this manual focuses on best practices to keep in mind when organizing and running collaborative garden spaces, such as volunteer considerations and project evaluation. It also considers the social elements entailed in food justice work, such as cultural competency, safety, and group dynamics. **This manual is meant to be a management tool, not a "how to" guide for planting, tending, harvesting, or other practical growing considerations, as there are many wonderful "how to" garden guides in existence (Find some here: [\\*Practical Growing Resources](#)).**

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<sup>1</sup> Coleman-Jenson, A. G. (2014). *Household Food Security in the United States in 2013*. Economic Research Report No (ERR-173). USDA.

The intended audience for this manual is for people who:

- aim to grow food with a focus on social justice, food access, and local food system sustainability in the face of climate change
- have a mission of community education
- and work with a foundation of volunteers.

Specifically, this manual is meant to serve the staff of Community Garden Connections for the continuation and sustainability specific to The Westmoreland Garden Project ([WGP](#)), a project of Community Garden Connections at Antioch University New England. The concept for the manual arose through first hand experiences of the staff and faculty of CGC, from a known gap in the resources for CGC in support of future staff capacity to manage WGP. WGP is a one acre garden space that the staff of CGC manage with the help of volunteers. This manual should be considered a starting point and living document, one which will change over time based on the programmatic needs and experiences of CGC staff and community stakeholders. Additionally, the hope is that this manual offers ideas and support to other organizations, communities, and individuals doing similar work around the United States. A large part of the mission of CGC is to connect with others doing similar work in our community, and to create space to connect and learn from one another. To this end, it was important to learn from others to inform the content and direction of this project. The manual was informed in part through conducting five semi-structured interviews, with key informants who were purposefully chosen because they grow food for organizations focused on a dual purpose of food justice and community education ([See Appendix A](#)). This manual was also informed through a review of existing academic literature, popular articles, and practitioner resources ([See Resource List](#)). The project was also greatly informed by personal experience working as a community food systems practitioner, including work as graduate student Co-Coordinator of Community

Garden Connections, in which I acted as Garden Manager of the Westmoreland Garden Project. The following is a list of the intended outcomes of this resource as a whole:

- Offer context and information around food security
- Offer information for garden project sustainability
- Offer tips and sample tools for volunteer recruitment and on site management
- Offer sample tools for project evaluation and continual improvement
- Offer best practices, suggestions, and examples for establishing and maintaining community partnerships

Sara R Powell  
MS Environmental Education  
Antioch University New England  
May 2015



Original Garden Sign, The Westmoreland Garden Project

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# Introduction to the Program

Established in 2011, Community Garden Connections (CGC): “serves to build individual and community capacity to grow local food and address issues of food security related to climate change, personal and communal health, and resiliency.”<sup>2</sup> This program addresses the community-identified needs of food insecurity and improves access to healthy food and environment through community gardening. Community Garden Connections is a project of Antioch University New England, Department of Environmental Studies. With the help of a private donation from the Rashti Foundation, CGC supports installation and cooperative maintenance of raised-bed gardens in partnership with local service agencies, community members, students, staff, and faculty. CGC is committed to fostering access and interest in healthy food and environment by:

**Increasing access to healthy, affordable foods** and thereby increasing community food security

**Contributing to the City of Keene’s goals for addressing climate change** by increasing food security

**Building community members’ capacity to grow and cook healthy, affordable food** and benefiting community members’ physical and psychological health through gardening

**Creating opportunities for AUNE students and faculty to engage in service-learning** and applied research projects related to agriculture and sustainability that support community-identified priorities

**Fostering a stronger sense of community** through the creation of green, communal spaces.<sup>3</sup>

CGC fulfills this mission through workshops, volunteer opportunities, and gardening consultation. CGC reached five hundred community members over the last year, in addition to the 780 community members during the first three phases of the program. As of fall 2016, 13 community nonprofit agencies and social service organizations were involved with CGC as garden sites. In addition to the six CGC student co-coordinators, eleven Antioch students were

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<sup>2</sup> *Antioch University New England*. (2015). Retrieved 2015, from Community Garden Connections: <http://www.antiochne.edu/cgc/>

<sup>3</sup> Ibid.

engaged through a sustainable food systems class, professional internships, over 100 community events, and on-going volunteer opportunities. Over forty volunteer opportunities were created through CGC's Westmoreland Garden Site and educational events. Twelve new raised garden beds were built in the Keene area, for a total of sixty-eight beds established in partnership with community social service agencies since January 2011.



CGC Harvest Festival Flyer, 2014

## **About the Westmoreland Garden Project**

The Westmoreland Garden Project (WGP) grew out of CGC's mission and is a collaboration with the County of Cheshire and the Cheshire County Conservation District. Beginning in the Spring of 2013, CGC staff expanded their programming to revitalize an abandoned one acre garden plot on county land, adjacent to the old county jail site. The primary goals of CGC's WGP are to:

- 1) Engage community and student volunteers in planting, tending and harvesting produce through weekly "work parties"
- 2) Increase donations of produce to social service agencies throughout the community and local community kitchens and food pantries
- 3) Increase garden education through and around WGP space, achieved through workshops and other educational opportunities held at the garden site

During the first two seasons in production, with the help of many student and community volunteers, CGC was able to plant, tend, and harvest over 3000 pounds of produce for the local food kitchen, The Community Kitchen ( <http://www.thecommunitykitchen.org/>). This food was used in their hot meals program as well as part of the pantry program. Additionally some produce was provided to CGC partner sites located in Keene, NH.



**WGP Harvest Pictures 2014**

***"The bounty of the Westmoreland Garden is greatly appreciated" -  
Phoebe Bray, Executive Director, The Community Kitchen (Keene, NH)***

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New WGP Sign, 2014

## The Westmoreland Garden Project Philosophy and Principles

The Westmoreland Garden Project (WGP) core values are embodied in the mission of Community Garden Connections: To build the capacity of individuals to grow food as well as build connections with one another, contributing to greater community and personal resilience. WGP is dedicated to education, increasing community food security, and establishing a safe communal green space for community members to collaborate with one another across differences and contribute to community food security.

**To achieve these goals and ensure the sustainability of the project it is important that we:**

- Build strong partnerships with other community organizations, local educators, University of New Hampshire Extension Agents, and The Cheshire County Conservation District.
- Build strong partnerships with local food security organizations (e.g. food pantries) and their clients primarily through food donations & soliciting programmatic input (e.g. produce grown, logistical coordination, etc.)
- Create an inclusive and welcoming environment where garden volunteers feel a sense of ownership, collaboration, and agency in the project. We Cultivate a strong social network of learning and sharing.
- Meet all garden volunteers where they are. We accommodate different levels of comfort, skill, and ability.
- Value the individual strengths of each garden volunteer and staff member. We work to build capacities around food and gardening, and to share resources with one another.
- Support a culture of learning and experimentation. We strive to be a model of sustainable agriculture techniques.

**Resources that informed these principles:**

- ❖ Denver Urban Gardening [Best Practices Handbook](#)
  - ❖ [Community Garden Connections Education Manual](#)
  - ❖ [The Non Profit Times: 10 Tips for a Volunteer Engagement Effort](#)
  - ❖ The Experiences of Community Garden Connections Staff
- 

**For More Information:**

Community Garden Connections  
Antioch University New England, Department of Environmental Studies  
40 Avon Street  
Keene, NH 03431  
[communitygardens@antioch.edu](mailto:communitygardens@antioch.edu)

**For updates follow us here:**

Keene Community Garden Connections Blog  
<http://keenecommunitygardenconnections.wordpress.com>

Keene Community Garden Connections Facebook page  
<https://www.facebook.com/pages/Keene-Community-Garden-Connections/277691318927822>

Keene Community Garden Connections Website  
<http://www.antiochne.edu/cgc>

## Building Context: The Monadnock Region & Defining Food Security



Arty Chard: Photo Credit- Cynthia Espinosa Marrero

*"The thing that is most appealing about this farm, is that everything we grow here has a home."*

Farmer Interviewee

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## Overview

Community Garden Connections works to address issues of food security through its educational mission in addition to growing food in our production space to donate to our local food pantries. Understanding food security and how it relates to community health and resiliency is especially important in a time when, in the United States (as of 2013), 14.3 percent of American households are food insecure.<sup>4</sup> About 10% of residents in the Monadnock Region of Southwestern NH are food insecure, meaning they do not have, “physical, social, and economic access to sufficient, safe, and nutritious food which meets their dietary needs and food preferences for an active and healthy life.”<sup>5</sup> Approximately 11% of people in the region access food from The Community Kitchen in Keene.<sup>6</sup>

Food security is built on three pillars:

- ❖ Food availability: **sufficient quantities** of food available on a **consistent** basis.
- ❖ Food access: having **sufficient resources** to obtain appropriate foods for a nutritious diet.
- ❖ Food use: appropriate use **based on knowledge** of basic nutrition and care, as well as adequate water and sanitation.<sup>7</sup>

When considering aspects of food security, it is useful to also take note of food justice.

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<sup>4</sup> Coleman-Jenson, A. G. (2014). *Household Food Security in the United States in 2013*. Economic Research Report No. (ERR-173). USDA.

<sup>5</sup> Ackerman-Leist, Philip. (2013). *Rebuilding the Foodshed: How to Create Local, Sustainable, and Secure Food Systems (A Community Resilience Guide)*. p. 104. Chelsea Green.

<sup>6</sup> Statistics retrieved from the Monadnock Farm and Community Coalition:  
<http://www.mfccoalition.org/quarterly-meetings/november-17-2013-a-place-at-the-table-at-the-colonial/>

<sup>7</sup> World Health Organization. n.d. *Food Security*. Accessed 2015. <http://www.who.int/trade/glossary/story028/en/>.

**Food Justice:** "Communities exercising their right to grow, sell, and eat food that is fresh, nutritious, affordable, culturally appropriate, and grown locally with care for the well-being of the land, workers, and animals."<sup>8</sup>

## Understanding food security in the face of climate change

Another reason that community food projects are important to food security is the growing concern about how climate change will affect our local food systems. The City of Keene has identified food security as a major issue as seasonal weather patterns change, increasing the chance of both drought and flooding, which affect all aspects of our food system.<sup>9</sup>

As stated in a report prepared by the City of Keene, increased local gardening and food production are important components in efforts to reduce greenhouse gas emissions and to mitigate the effects of climate change. When more food is being grown and distributed locally, the food transportation related emissions would be reduced. By growing more food locally, communities can offset the rising cost of food due to the predicted changes in precipitation affecting global food production. Additionally, more green spaces located in or close to city centers reduce the "heat island effect" caused by large areas of pavement.<sup>10</sup>

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<sup>8</sup> Agyeman, Alison Hope and Julian. 2011. *Cultivating Food Justice: Race, Class, and Sustainability*. Cambridge, MA: The MIT Press.

<sup>9</sup> *Adapting to Climate Change: Planning a Climate Resilient Community*, November 2007, prepared by City of Keene in assoc. with ICLEI, p. 60. IPCC 2007: Working Group II. Retrieved from:[http://www.ipcc.ch/publications\\_and\\_data/ar4/wg2/en/ch5.html](http://www.ipcc.ch/publications_and_data/ar4/wg2/en/ch5.html)

<sup>10</sup> *Adapting to Climate Change: Planning a Climate Resilient Community*, November 2007, prepared by City of Keene in assoc. with ICLEI, p. 60. IPCC 2007: Working Group II. Retrieved from:[http://www.ipcc.ch/publications\\_and\\_data/ar4/wg2/en/ch5.html](http://www.ipcc.ch/publications_and_data/ar4/wg2/en/ch5.html)

Now that we have a sense of CGC and food security dynamics, the following section outlines how collaborative, community-based food production projects address these issues to create long lasting, sustainable results at the community scale.



**WGP, washing produce for delivery, Fall 2015**

## Why Collaborative Gardening as a Solution?

One way to address issues of food security and community resiliency at the community scale is to establish community gardens. Doing so can combat trends of hunger and communities struggling to become more resilient. To put The Westmoreland Garden Project and other similar community based food gardens and farms into further context, the following section offers an overview about communal gardening and its benefits.

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As mentioned above, The Westmoreland Garden Project furthers the mission of CGC by increasing the amount of fresh food grown that reaches our most vulnerable community members. The benefits of the garden extend beyond the physical food grown, to tangible, socially valuable positive impacts. For instance, community gardening efforts contribute to overall community resiliency and expand social capital.<sup>11</sup>

For the purposes of this manual, a broad definition of “community garden” is used to mean:

“...any piece of land gardened by a group of people, utilizing either individual or shared plots on private or public land. The land may produce fruit, vegetables, and/or ornamentals. Community gardens may be found in neighborhoods, schools, connected to institutions such as hospitals, and on residential housing grounds.”<sup>12</sup>

Whether cultivated through a system of individual or family plots, or tended as a whole by a group of citizen volunteers, community gardens involve the leadership and active participation

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<sup>11</sup> Okvat, H., & Zautra, A. (2011). *Community Gardening: A Parsimonious Path to Individual, Community, and Environmental Resilience*. *American Journal of Community Psychology*, 47(3), 374–387. doi:10.1007/s10464-010-9404-z

<sup>12</sup> Bauermeister, Swain, & Rilla. (2010). *Marin County Community Garden Need Assessment*. University of California Cooperative Extension-Marine.

of area residents to plan and care for these “socio-ecological spaces.”<sup>13</sup> These socio-ecological spaces mimic the relationships between human societies and the natural systems in our world.<sup>14</sup> Community food gardens can contribute to a communities’ capacity for social and adaptive learning, both of which are attributes of resilient community’s socio-ecological systems, building the overall social capital\* among community members over time. The ability to adapt, learn, and grow as neighbors will only strengthen our ability to face the challenges inherent within climate change, food insecurity, and social marginalization.

**\*Social Capital:** “...the individual and communal time and energy that is available for such things as community improvement, social networking, civic engagement, personal recreation, and other activities that create social bonds between individuals and groups.”<sup>15</sup>

Engagement in a community food garden can contribute to the resiliency of a given community in a number of ways. By definition, community resiliency is the capacity of a community to have meaningful, thoughtful, and cooperative action to address problems, take action and carry on.<sup>16</sup> This description points to the ability of a community to share resources and adapt to changes. When addressing community needs such as food security, the physical requirements of having enough food is only part of the equation; one must also consider the social and psychological requirements of creating systems that work for all members of the community.

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<sup>13</sup> Krasny, M. E, and Tidball, K. G. 2007. “From risk to resilience: What role for community greening and civic ecology in cities?” In *Social learning towards a sustainable world: Principles, perspectives and praxis*, by A.E. J. Wals, p. 149–164. Wageningen, The Netherlands.: Wageningen Academic Publishers.

<sup>14</sup> Krasny, M.E. and Tidball, K.G. 2009. “Applying a Resilience Systems Framework to Urban Environmental Education.” *Environmental Education Research* 15(4), 465-482.

<sup>15</sup> Sarkissian, W. (2009) *Kitchen Table Sustainability: Practical Recipes for Community Engagement with Sustainability*. p.169-170. London, UK: Earthscan.

<sup>16</sup> Norris, F.H., Stevens, S.P., Pfefferbaum.B., Wyche, K.F., Pfefferbaum, R.L. (2008). “Community resilience as a metaphor, theory, set of capacities and strategy for disaster readiness.” *Am J Community Psychology* 41, 127-150.

### Community resiliency through a practice of small experiments

As mentioned above community food projects, farms, and gardens can contribute to both personal and community resiliency. From a psychological standpoint localized community-scale efforts such as community gardens can support natural inherent human inclinations:

“Humans seek meaningfulness more than enjoyment, they benefit more from a sense of competence, clarity, and mental vitality than from convenience and hedonic pleasure, and the mind is better adapted to exploring, problem solving, and sense making than it is to affluence.”<sup>17</sup>

Restoring health and building resiliency within both the environmental and human realm is necessary in the face of climate change and food insecurity. The process of, and engagement in, projects like the Westmoreland Garden Project is one solution. Developing and deepening the web of connections within a group of citizens and neighbors is a key element to the success of these kinds of projects. The connections and shared experiences contribute to a community’s ability to mentally and psychologically adapt to change. The concept of pre-familiarization is one that is readily applied to the resiliency process<sup>18</sup>. Pre-familiarization is a

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<sup>17</sup>Kaplan, R. & Kaplan, S. (2008). "Bringing out the Best in People: A Psychological Perspective". In *The localization reader: Adapting to the coming downshift*. (2012), by R. & Princen, T. De Young, p. 233. Cambridge, MA: MIT Press.

<sup>18</sup>De Young, R. (2011). *Localization: A brief definition*. Ann Arbor, MI. School of Natural Resource and Environment, University of Michigan. p.3.

mental adaptation method which helps to prepare people and communities when faced with a challenging time or situation. It is a tool to build both personal resilience as well as community resiliency. Pre-familiarization is based on the idea that direct experience is not required in order for people to learn and prepare to deal with a given situation. There are many indirect ways in which you can forge mental pathways and physical skillsets that will serve you in all kinds of challenging times. Building relationships with alternative models of living, practical skills, and ways of thinking can help people, “to feel at home in a place they have not yet inhabited.”<sup>19</sup> Working to solve problems and get hands-on experiences in new and different ways, in other words engaging in a culture of “small experiments”<sup>20</sup> can help create new mental models and capacities within ourselves and our communities, building webs of understanding that may not have existed before.

An informed design about how to approach and engage with such complex social issues is essential. By working to create inclusive spaces, a culture of connection and social capital can build, leading to the success and sustainability of projects like the Westmoreland Garden Project. The following sections will further highlight some best practices for building a good social foundation for such garden initiatives.

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<sup>19</sup>Ibid. p.3

<sup>20</sup>De Young, R. (2013). *Localization: Small Experiments for the Coming Downshift*. Ann Arbor, MI. School of Natural Resources and Environment, University of Michigan.



WGP Volunteers Planting Onions, 2013



# The Importance of Creating Inclusive Community Spaces



**WGP Conservation Psychology Institute Garden Work Party, 2014**

## Found in this Section

- ❖ Overview of cultural competency
- ❖ Tips for Creating Inclusive Spaces
- ❖ The Power of Partnerships

*“There needs to be a certain level of tolerance for the fact that people are coming at food justice work from very different perspectives. .... You just need to be really game, to be with people that are very different than you and listen to them because they know...”*

*Farmer Interviewee*

## Overview of Inclusion

Working for a more just and sustainable food system is not only important but requires a level of understanding and openness to learn across difference. Cultural competency requires a motivated mindset, and skill to facilitate effective communication in a variety of cultural contexts. Partner organizations and educators must appreciate differences across and within organizational cultures as well. Making sure that community programming is designed in a culturally sensitive, inclusive manner that is appropriate for your audience is part and parcel of this work. It is also good that you consider a broad understanding of what cultural differences may be present in the community. The common interpretation may be based solely around differences in race or ethnicities, but culture can apply to the social, physical, professional, gender, sexual orientation, gender identity, geographic elements, or relevant values present in a particular community as well.<sup>21</sup>

### **Five Skill Areas of Cultural Competency:**

- 1) Value Diversity
- 2) Cultural Awareness
- 3) Understand Dynamics of Difference

<sup>21</sup> Pascual, T and Powers, J. (2012). *Cooking Up Community: Nutrition Education in Emergency Food Programs*. Accessed 2015. <http://www.whyhunger.org/getinfo/showArticle/articleId/3256>.

## Understanding Cultural Competency

"...the cognitive, affective, and behavioral skills and characteristics that support appropriate and effective interaction in a variety of cultural contexts. These attributes and abilities are often referred to as the "head, heart, and hand components" – (Bennett, J. (2014) p.157)

"Among the many competencies associated with being effective across cultures, cultural self-awareness is the key cognitive competency, curiosity is the key affective competency, and empathy is the key behavioral competency." – (Bennett, J. 2014, p. 158)

### **Reference**

Bennett, J. (2014), *Intercultural Competence: Vital Perspectives for Diversity and Inclusion, in Diversity at Work: The Practice of Inclusion*. Ferdman.B.M, Deane.B.R.p.154-176. John Wiley & Sons, Inc.)

### **Five Key Elements to Asset- Based Community Development (ABCD's):**

- 1) Individuals
- 2) Associations
- 3) Institutions
- 4) Physical Assets
- 5) Connections

### **What can ABCD do for your community project?**

- ❖ Draw out: strengths and established successes that are already present
- ❖ Acknowledge: what is there and pave a path for collaboration
- ❖ Strengthen: social relationships and existing networks

*Asset Based Community Planning Institute:*

<http://www.abcdinstitute.org/>

- 4) Awareness of Community Culture
- 5) Organizational systems knowledge, and Adapting to Diversity<sup>22</sup>

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Approaching this work from a place of appreciation and humility will get you far. Try to focus on what you have, rather than on what you do not. For a given community what are the skills, assets, and talents that exist; how can they be tapped to enhance food security and engagement for all? Taking stock of what is already there, and what is already happening, can also help to build a strong foundation for not only the success of the project at hand but also the trust, coordination, and cooperation that it builds.<sup>23</sup>

Using an asset-based perspective builds on existing programs and resources present in the community, takes stock of existing organizational strengths, and any gaps or needs of the community (*See sidebar, "5 Key Elements to Asset Based Community Development"*).

Considering the cultural perspectives, needs, and interests of your target audience when designing your project or program

<sup>22</sup> National Education Association. (2015). *Diversity Toolkit: Cultural Competence for Educators*. Accessed 2015. <http://www.nea.org/tools/30402.htm>.

<sup>23</sup> Miller, K. (2012). *Social Capital and Community Gardens: A Literature Review*. . University of Minnesota. Center for Urban and Regional Affairs.

is essential; this will help you identify the most appropriate way to approach your work.<sup>24</sup>

Approaching your work in this way can set a foundation for social learning that is dynamic and connects the interactions of individuals and their environment.<sup>25</sup> This can be achieved through working on relevant community projects, which creates not only a basis of shared knowledge and experience, but also develops a common social reality and basis of understanding.<sup>26</sup> As a community organizer, project coordinator, or educator one should consider both the context of learning and what the individual learner brings to the table. This is an important piece of successful, authentic adult and community based projects.<sup>27</sup> Having a sense of community assets and cultural inclusion are also key to effective partnerships that can leverage your collective strengths and best ensure long-term success. The following section discusses effective partnerships and offers some tips to ensuring partnership sustainability.



UNH Cooperative Extension Agricultural Specialist Leading a workshop about pests at CGC partner site, Monadnock Peer Support Agency- Spring 2015

<sup>24</sup>North American Association for Environmental (NAAEE). (2009). *Nonformal environmental education programs: Guidelines for excellence (2nd ed.)*. Washington, DC: NAAEE.

<sup>25</sup>Muro, M. & Jeffrey, P. (2008). "A critical review of the theory and application of social learning in participatory natural resource management processes. ." *Journal of Environmental Planning and Management* 51(3), 325–344.

<sup>26</sup>Ibid.

<sup>27</sup>Caffarella, R. & Merriam, S.B. (2000). "Linking the individual learner to the context of adult learning." In *Handbook of adult and continuing education*, by A.L. Wilson & E.R. Hayes (Eds.), 55-70. San Francisco: Jossey-Bass.

## The Power of Partnerships

*"If you want to go quickly, go alone. If you want to go far, go together." - African Proverb*

Along with developing cultural competency, it is important to develop strong community partnerships and a culture of collaboration. Chances are, if you are engaging in this type of community based work, you are already working with members of your community. It is important to gain an understanding of how your project fits into and complements the whole of your community. This kind of informed approach can help ensure that your efforts are going to be of the greatest service. Take time to learn about any organization you might want to partner with, their culture and values. Doing so can create rich mutually beneficial scenarios where all partners efforts are enhanced.

Such partnerships can provide important resources (e.g., workshop opportunities, donation, supplies, people power, etc.) and can enrich community connections and culture of the project.<sup>28</sup>

<sup>28</sup>Cherkin, E., Cook, J., Jenkins, P., Milles, R., Powell, S., Strassman, L., McCann, E. (2014). *City Of Keene, NH Community Gardens Needs Assessment. Report prepared for Keene Agriculture Commission.* Keene: Antioch University New England Community and School Based Food Systems.

***"Try getting as many people from the community involved as possible, there is no need to be territorial, collaboration is always a good idea."***

***Farmer Interviewee***

### Partnerships in Action: CGC & WGP

Cheshire County Conservation District (CCCD)

UNH Cooperative Extension

The Community Kitchen, Inc.

The Keene State Dietetic and Nutrition Program

Local Area Farmers

Countless Community Volunteers

AUNE students, faculty, staff, and administration

Sample stakeholders to consider when doing this work include:

- ❖ Farmers
- ❖ Food Pantries and or/social service agencies
- ❖ Local government and planning departments
- ❖ Land Use and Conservation Organizations
- ❖ Volunteers Groups/Organizations
- ❖ Schools
- ❖ Community Educators and practioners

*\*See Sidebar "Partnerships in Action" for Additional partnership ideas based on Community Garden Connections and The Westmoreland Garden Project.*

These partnerships are essential to any effective community-based efforts and can lead to new ideas, shared resources, co-authorship of publications, collaborative experiences and skill-building, among countless other positive impacts. While developing authentic partnerships takes time and effort, it can also be value-added, empowering, and fun!



WGP Veggie Signs, 2014



## Tips for Creating Inclusive Garden Spaces

Working with volunteers to grow food to increase access in our communities is about more than the just the food that is grown. It is also about creating space for connections and sharing across difference. The following set of tips can help your project set a foundation for successful and inclusive community engagement.

### ❖ **Cast a Wide Net and Welcome All**

Work to build relationships with people from all areas of your community, remembering that there is no “general public.” (*Orton Family Foundation*). Take time to really learn who your stakeholders are, and how to engage with folks in different ways. Remember, relationship building is a process that requires patience!

### ❖ **Recognize and Celebrate!**

Make sure to carve out many opportunities to express gratitude, commend achievements, and celebrate the many people who have come together to make your project possible.

### ❖ **Be Open to Feedback and Trying New Ideas**

Find many ways to conduct outreach, and build relationships within and without the context of your project. Ask for ideas from anyone who is involved; learn from the successes of others. Make sure to find a wide array of formats for volunteers to give feedback and input.

### ❖ **Organization**

Having a garden leader and “champion” is important for the overall success of any garden project. However, finding ways to share the workload, responsibility, and direction will help with the sustainability of the project over time and build both staff and volunteer capacities.

*Continued on the next page ...*



### ❖ Connect and Coordinate

Reach out to other organizations/projects doing similar work to you, or have skills that your project could benefit from. Building partnerships is all about relationship building- being able to collaborate instead of compete will ultimately allow your project to grow into its own unique set of strengths with tools to share.

### ❖ Communication

Communicate with your volunteers and with the public!

Emails, phone trees, newsletters, Facebook etc. are good ways to keep your volunteer base up to date with any updates, upcoming events, etc.

Make sure to set up a way to share out the progress, updates, and successes for your project. Some examples are: Facebook, Blog, Website, Tweets, etc. Find a way to share photos and stories creating a face and personality for your project, hopefully appealing to folks we may be interested in what you are doing.

### ❖ Share the Vision

Make sure to find ways to share the vision and purpose for your project, if you are growing specifically for a food pantry, make sure people know it! Again, find ways to receive feedback and ideas from those people who are involved in the project, overtime this can help shape your vision, purpose, and outcomes.

### **Resources that informed these tips:**

- ❖ Can You Dig It (CYDI): [http://static1.1.sqspcdn.com/static/f/473904/18865533/1340400489630/DUG\\_Best\\_Practices\\_digital\\_copy.pdf?token=EgNg61U5d2Pfkdk3OVhwTGHIO5U%3D](http://static1.1.sqspcdn.com/static/f/473904/18865533/1340400489630/DUG_Best_Practices_digital_copy.pdf?token=EgNg61U5d2Pfkdk3OVhwTGHIO5U%3D)
- ❖ *Kitchen Table Sustainability: Practical recipe for community engagement with sustainability.* Wendy Sarkissian (2009). London, UK: Earthscan.
- ❖ Orton Family Foundation Blog: <http://www.orton.org/blog/top-ten-tips-inclusive-engagem>
- ❖ P-Patch Community Gardening Program: Inclusive Outreach: <http://www.seattle.gov/Documents/Departments/Neighborhoods/PPatch/Inclusive-Outreach.pdf>

- ❖ Ten Tips for a Volunteer Engagement Effort:  
<http://www.thenonproftimes.com/management-tips/10-steps-for-a-volunteer-engagement-effort/>
- ❖ The 27 Best Practices for High Performing Volunteer Organizations:  
[http://www.huffingtonpost.com/mitch-ditkoff/best-practices-volunteer-organizations\\_b\\_2624967.html](http://www.huffingtonpost.com/mitch-ditkoff/best-practices-volunteer-organizations_b_2624967.html)

*"The fact that we have so many different people working in our farm is what makes it so successful – we are all coming together for the same purpose but we all wouldn't normally find each other for any other reason."*

Farmer Interviewee



WGP Volunteer Work Party Harvest Photo, 2014

# Working with Volunteers: Tips, Tricks, and Lessons Learned



## Found in this Section

- ❖ Overview of Volunteerism
- ❖ Volunteer Values
- ❖ Garden Volunteer Engagement Tips
- ❖ Sample Tools and Templates

## OVERVIEW

Working with volunteers within your project or organization is more than just receiving free labor. It is important to facilitate strong systems for engaging with, managing, appreciating, and retaining volunteers. Consider cultivating a philosophy and set of values for working with the community, setting a foundation upon which to build your project.

Building a strong culture of volunteerism within your organization takes time and consistent contact with any and all groups who may be interested in volunteering. A key component of this work is that not all volunteers want the same things you want, or are choosing to engage with your project for the same reasons. Be sure to explore why someone is choosing to connect with your project, and how to best fit their interests into what is happening within the project. Think about your volunteers in a dynamic way.

Many times it is the norm to think of volunteers as people who can only do menial or basic tasks, though this mentality can limit the creative possibilities. Shifting your thinking to build a volunteer base around the skills, interests, and talents of those people wanting to connect with the mission of your project will help create a rich and dynamic volunteer force that can help

### What does it mean to be a volunteer?

**“Volunteer, verb** - To choose to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit, going beyond one's basic obligations.”

**“Volunteer, noun** – from the *perspective of the doer*: Someone who gives time, effort and talent to a need or cause without profiting monetarily.”

Resource:

<https://www.energizeinc.com/a-z/article-internal/49>

bring many gifts to your organization.<sup>29</sup> Keep in mind that volunteers are people with histories and life experiences to share. Take time to learn from their perspectives and develop authentic relationships. Doing so is like tending a garden: it takes time to build and grow.



WGP AUNE Student Volunteer Crew, Summer 2013

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*"Volunteering at the Westmoreland Garden helps me stay centered mentally  
and in my community."*

AUNE student volunteer

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<sup>29</sup>Rehnborg, Sarah Jane et al. (2009). *Strategic Volunteer Engagement: A Guide for Nonprofit and Public Sector Leaders*. RGK Center for Philanthropy & Community Service.  
<http://www.volunteeralive.org/docs/Strategic%20Volunteer%20Engagement.pdf>.

***"...A large part of our mission is education. We view the volunteers as people that are receiving some form of education, getting to learn how to grow, or about us, about poverty, or cooking and nutrition, they are not just labor but people who are participating in our programming and who are learning."***

### Farmer Interviewee



**WGP, Planting Garlic 2014**

## Volunteer Values

The following set of values is meant to frame how we think about our work with volunteers within our projects.

- ❖ Volunteer engagement is ALL about relationships: Create systems to connect volunteers to the mission of the organization based on individual interests. Find ways for volunteers to give input, provide feedback, and guide the vision of the project.
- ❖ Volunteering fosters civic responsibility, participation and connections within a community.
- ❖ Volunteering can create community resiliency: promoting connections, shared resources, and understanding of complex issues and needs within a community.
- ❖ Volunteerism benefits both sides of the equation: the community connections that grow can increase the overall capacity of an organization, the individual, and the broader community, therefore achieving greater things than could be done alone.
- ❖ Cultivate a volunteer-centered culture, and be intentional about how you incorporate volunteers
- ❖ Be diverse: in how you engage volunteers, and in the opportunities you provide for volunteers
- ❖ Establish clear roles for volunteers and be consistent.

### **Resources that informed these values**

- ❖ [http://www.volunteeryukon.ca/uploads/general/Best\\_Practices\\_Volunteer\\_Management.pdf](http://www.volunteeryukon.ca/uploads/general/Best_Practices_Volunteer_Management.pdf)
- ❖ <http://www.volunteeralive.org/docs/Strategic%20Volunteer%20Engagement.pdf>
- ❖ <http://www.northskynonprofitnetwork.org/resource-center/best-practices-exceptional-volunteer-programs-presentation>
- ❖ The Experiences of Community Garden Connections Staff







WGP Volunteers Seeding, 2013



## Garden Volunteer Engagement Tips

The following set of tips was developed in part from the experiences of the staff of Community Garden Connections, as well as other organizations with experience working with volunteers in a garden setting. The aforementioned [volunteer values](#) are reflected in these garden specific tips. Hopefully this simple list of tips fosters a successful volunteer culture in your garden space!

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### ❖ HAVE REGULARY SCHEDULED WORK EVENTS

\*Consider having a regularly scheduled work day throughout the season. This will help take the guesswork out of when community members can get involved, and can help streamline communication efforts for the project.

\*Doing this can help encourage repeat volunteers and create a sense of ownership and agency in the project long-term.

### ❖ CREATE SPACE FOR COMMUNITY BUILDING

\*Some ways to do this are: circle up at the beginning of volunteer time, introduce the daily tasks, and prompt volunteers to share their name and something about why they came to the garden for the day.

\*Allow volunteers to self-organize as much as possible; this ensures their comfort and happiness in the work they are doing and can allow for people to connect over shared interests in the garden.

\*Have snacks on hand and encourage people to take breaks. Happy volunteers come back, creating lasting relationships with the project and each other!

*Continued on the next page...*

### ❖ BE CLEAR IN EXPECTATIONS AND GOALS FOR THE DAY

\* Outline tasks for the day visually (e.g. White Board or Chalk Board)

\*Take the time to go over the tasks, prioritizing if necessary. For example: "Harvesting needs to be all done by 4:30, in order to get it delivered to the pantry in time."

\*Work to set up regular systems for different tasks, so volunteers can begin to gain confidence, comfort, and ownership over different duties to be completed. (e.g. veggie washing and packing, harvesting specific veggies, managing weeds in a particular area of the garden, etc...)

\*Encourage task leaders for larger work events to help streamline the management of the tasks to be completed.

### ❖ CELEBRATE EFFORTS and SHARE SUCCESSESS

\*Do this through documentation such as photos, a newsletter updating garden progress, Facebook or blog postings, sharing back the amount of food donated, and most importantly say **THANK YOU!!**

\*Consider holding a harvest festival or some other special celebratory event recognizing all of the volunteers, holding space for reflections and connections.

### ❖ OFFER OPPORTUNITIES FOR FEEDBACK

\*Solicit informal feedback from volunteers and pay attention to what they seem to like doing (or not)

\*See evaluation section for more ideas for systematic evaluation to improve volunteer opportunities over time

**Resources that informed these tips**

- ❖ "Start a Community Food Garden: The Essential Handbook"- LaManda (2014). Portland: Timber Press Books.
- ❖ [http://www.huffingtonpost.com/mitch-ditkoff/best-practices-volunteer-organizations\\_b\\_2624967.html](http://www.huffingtonpost.com/mitch-ditkoff/best-practices-volunteer-organizations_b_2624967.html)
- ❖ <http://www.northskynonprofitnetwork.org/resource-center/best-practices-exceptional-volunteer-programs-presentation>
- ❖ [http://www.volunteeryukon.ca/uploads/general/Best\\_Practices\\_Volunteer\\_Management.pdf](http://www.volunteeryukon.ca/uploads/general/Best_Practices_Volunteer_Management.pdf)
- ❖ The Experiences of Community Garden Connections Staff

## Practical Considerations for Organizing a Volunteer Day or Event

When inviting volunteers into your community garden space to learn, connect, and work, being organized and prepared are essential to meeting these outcomes. Balancing the work to be done with coordinating volunteers, can be challenging and worth considering. While having a plan for the day is good practice, being able to shuffle tasks and ideas and remaining flexible is KEY to a successful work day. There can be many unexpected factors such as weather, group size, age of volunteers, mobility of volunteers, etc. The following section will offer some sample checklists, templates, and tips to help your group get ready to have a successful volunteer work day at the garden!

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WGP To-Do List, 2014



## **Westmoreland Garden Volunteer Registration**

*Thank you for volunteering your time with The Westmoreland Garden Project. This project helps ensure greater access to local food in our community, with all of the food grown donated to The Community Kitchen and other local partner agencies. The following information will be kept confidential within the program of Community Garden Connections (CGC) and helps us track our volunteer base over time. Many thanks 😊*

Name \_\_\_\_\_

Address \_\_\_\_\_

E-Mail Address \_\_\_\_\_

Phone Number(s) \_\_\_\_\_

Age (Optional): (0-15)\_      (15-20)\_      (20-30)\_      (30-40)\_      (40-60)\_      (60+)\_

Best way to contact you \_\_\_\_\_

Affiliation (Please circle all that Apply):

**CGC Partner site**

**Antioch University New England**

**Community Member**

**Other**

***Please See Back***

\*Tell us a little about you gardening experience and what you hope to gain from and/or reason for volunteering at The Westmoreland Garden Project:

We would like to help people share skills they already have and learn new skills. Please indicate which topics you would like to learn and which you would be willing/excited to share with others.

	Learn	Share
Composting	_____	_____
Transplanting	_____	_____
Cooking Vegetables	_____	_____
Building raised beds	_____	_____
Soil Amendments	_____	_____
Companion Planting	_____	_____
Organic Pest Control	_____	_____
Water Conservation	_____	_____
Tree Pruning	_____	_____

Feel free to list other interests and skills (i.e. graphic design, community organizing, cookie baker extraordinaire, etc. anything you would be willing/able to contribute OR would like to learn by volunteering with our project 😊)



## WGP Volunteer Work Party Checklist

Thinking through what you need at the garden will help ensure a smooth volunteer day. What kinds of tasks will you perform? What kinds of tools will you need? Are there any special considerations for a group that is coming? Make sure to keep all supplies and necessary paperwork stocked ahead of time.

### General Supplies

- Chalkboard or Whiteboard with Daily Instructions
- Name Tags (optional)
- Sign-In sheet
- Liability waivers
- Photo release
- First Aid Kit
- Safety Info Sheets
- Sunscreen
- Insect Repellent
- Snacks
- Water (OR containers for filling)
- Evaluation/Feedback Tools

### Garden Station Supplies (Depending on the Tasks for the day) e.g.

- Garden Tools
- Work Gloves
- Sheet mulching supplies – straw/cardboard/compost
- Set Up Wash Station & Harvest Supplies





## WGP Basic Work Day

### Goals and Best Practices for Volunteer Events

- ❖ Provide an opportunity for community building among staff and volunteers
- ❖ Provide hands-on garden learning to build connection with the space
- ❖ Provide experiences to increase skills and confidence
- ❖ Provide time to gain input and volunteer buy in, find out what they want to get out of the garden and their time spent at the space
- ❖ Emphasize Any and All Safety Considerations for the Daily Tasks ([See Safety Tips Here](#))

### Sample Work Day Overview

#### Staff Preparation ahead of time (Approx. 1 Hour in advance)

- ❖ Walk the space
- ❖ Fill out task list for the day
- ❖ Prepare wash station if needed
- ❖ Pull out any tools and supplies that might be needed for the day
- ❖ Complete example tasks to demonstrate desired outcomes/techniques (e.g. hilling potatoes)

#### Volunteer Arrival (Time: 10-15 minutes)

- ❖ Have a greeter welcome volunteers, ask them to fill out any paperwork if they are new, sign in, and encourage them to eat snacks or walk around while waiting for others to arrive.
- ❖ Circle up volunteers and do some introductions or an icebreaker

- ❖ Talk volunteers through tasks for the day→making sure to highlight priority or special tasks to the group, (i.e. if some tasks need a certain number of people, how to harvest a certain item, how to wash items being harvested, etc.)
- ❖ Take the time to answer any clarifying questions, then encourage volunteers to team up on tasks where they are interested.

### **Gardening Time! (Time: 1 Hour 40 minutes)**

### **Clean-Up & Wrap-Up (Time: 10-15 minutes)**

- ❖ Time to wrap up any tasks and clean up tools, wash station, turn off water, coil hose, etc.
- ❖ Circle up again and thank everyone for coming, facilitate a reflection if time allows and the energy of the group seems appropriate

### **Staff Reminders and Considerations:**

- ❖ Circle up and take the time to get to know the volunteers and hear their goals for being at the garden for the day
- ❖ Encourage breaks for bathroom and snacking!
- ❖ Depending on the day and who's present it is usually a good idea to designate a staff person to spearhead certain tasks or stations. Alternatively if there is a volunteer present who is knowledgeable or has done something once before ask him or her to take the lead!
- ❖ If donating veggies to a party like The Community Kitchen that day, make sure whoever is helping with the washing and packing. This will help ensure that everything gets wrapped up in time. The Community Kitchen closes at 6pm on Tuesdays!

[For other templates please see Appendix C](#)





# Planting Tracker

<b>Week# :</b>
<b>Date :</b>

Veggie Planted	Transplant (T)	Direct Seed (DS)	How much space/how many plants?	Future Notes about Germination, etc.
i.e. Tomato	Transplants		25 plants	*Late Blight/Removed plants in August

**NOTES:**

# Tips and Tricks for Continual Improvement



## Found in this Section

- ❖ Evaluation Guidelines
- ❖ Evaluation Types
- ❖ Tips for Focusing your Evaluation
- ❖ Basic Garden Evaluation Ideas
- ❖ Sample Tools & Templates

## Evaluation Overview & Guidelines

*"In an ideal world, we would do more evaluation."*

### *Farmer Interviewee*

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One key to a successful project is having leaders who are willing to continually check-in with how effective they are at meeting the needs and goals of the project. Some basic questions to start with:

How much do we do? \*\*\*\*How well do we do it? \*\*\*\*Is anyone better off?

### Some ways to answer these questions are to:

- ❖ **Create a Culture of Reflection:** Do it early and often. Try to create systems for both formal and informal feedback and reflection all the way throughout the project, rather than leaving it until the last minute. For example, soliciting feedback from volunteers at the end of each work event.
- ❖ **Keep it positive:** Make sure to provide a safe environment for participants to offer feedback. Let them know their input is **valued, used, and risk-free**. (Make sure they know feedback is ALWAYS optional.) Start with the good stuff, what went well, what have we accomplished, then provide space for changes ([See Example Feedback Form](#)) Express gratitude and appreciation for feedback, informing the reflective practice of your evaluative process.
- ❖ **Be Constructive and Open:** Always find renewed ways to ask and receive information about "How can we do better?" Focus on the positive, but know there is always room for improvement.
- ❖ **Keep it Real, Keep it Creative:** Find interesting ways to engage participants and staff to reflect and evaluate the program or project. Some ideas include drawings, games, and storytelling.
- ❖ **Use it:** Don't just file the feedback away; make sure you have time to analyze it and incorporate it into current and future programs.

### Resources used to inform these Guidelines

- ❖ Adapted from Cornell Garden-Based Learning Evaluation toolkit:  
<http://blogs.cornell.edu/garden/grow-your-program/evaluation-toolkit/evaluation-guidelines/>
- ❖ Creating Better Cities with Children and Youth: A Manual for Participation, by David Driskell. UNESCO 2002.
- ❖ The Vermont Community Gardening Network: Garden Evaluation Tips:  
<http://vcgn.org/wp-content/uploads/2013/08/Garden-Evaluation-tips-20131.pdf>
- ❖ Community Garden Connections Garden Education Manual:  
<http://www.antiochne.edu/wp-content/uploads/2012/08/CGC-Education-Manual-Final.pdf>



Harper Acres Season Highlights and Reflections. Shared at the CGC Annual Harvest Festival, Fall 2014

## Types of Evaluation

When considering implementing evaluation for your program, it is important to understand what type of evaluation is appropriate. The following section offers an overview of the types of evaluation, their uses, and example ideas for implementing evaluation into your program or project.

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Learning about what is working and not working within your program can be important for many, reasons such as: funding, public outreach, and capacity building.<sup>30</sup> There are three main types

### What can evaluation look like?

- ❖ Systematic ways to track your vegetable harvests and donation amounts
- ❖ Keeping a season diary
- ❖ Getting feedback from volunteers

of program evaluation that can be approached either formally or informally. The primary difference between the types is the overall purpose or use of the evaluation.<sup>31</sup>

- 1) **Front End Evaluation** → Also known as context, needs assessment, or planning evaluation. This type of evaluation works to determine the needs, goals, and objectives for a program, most often used by those developing a program, and guides the development of a program/project from the ground up. This approach might entail stakeholders like organizational supporters or donation sites, soliciting input of their needs and interests (e.g. harvest preferences, logistical considerations, etc.) to inform your program design.
- 2) **Formative evaluation** → This evaluation method is geared toward improving an existing program

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<sup>30</sup> Ernst, J.A., Monroe, M., & Simmons, B. 2009. *Evaluating your environmental education programs: A workbook for practitioners*. Washington, DC: North American Association for Environmental Education.

<sup>31</sup>Douglass, M. (1998). *Developing a concept of extension program evaluation*. Madison, WI: University of Wisconsin-Extension, Cooperative Extension.



- 3) **Summative evaluation**→ These evaluation methods will provide information to people who want to know the value or worth of the program overall. Summative evaluation tends to happen at the end of a program activity, which may mean at the end of a workshop or volunteer event, and/or end of season reporting to inform future programmatic or organizational directions.

***"When the cook tastes the soup, that's formative;  
when the guests taste the soup, that's summative."***  
Robert Stake.<sup>32</sup>

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<sup>32</sup> Dirksen, Debra J. 2011. "Hitting the Reset Button: Using Formative Assessment to Guide Instruction." *KappanMagazine.org*. April. Accessed 2015.  
[http://acerinstituteassessment.wikispaces.com/file/view/2011+Dirksen+DJ\\_Hitting+the+reset+button+Using+for+mative+assessment+to+guide+instruction.pdf](http://acerinstituteassessment.wikispaces.com/file/view/2011+Dirksen+DJ_Hitting+the+reset+button+Using+for+mative+assessment+to+guide+instruction.pdf)



## Tips for Focusing your Evaluation

Think of some simple ways to track your programs' impacts and successes to help determine whether or not the project is effectively focusing energy and resources to fulfill your mission. Doing this can help you tell your projects' story in rich and unique ways. The following section will give some ideas for implementing basic evaluation at your garden project.

1. Identify: Your Purpose
  - ❖ Who is the evaluation for?
  - ❖ How is the information going to be used?
  - ❖ Create an evaluation purpose statement
- 2) Describe: Your program, project, part to be evaluated (e.g. volunteer practices on the farm, partner satisfaction, volunteer engagement, etc.)
- 3) Logistics: What are the elements to implementing the evaluation
  - ❖ Available staff capacity
  - ❖ Timeline for results
  - ❖ What are the resources available to collect, analyze, and report with?
  - ❖ Are there any external factors to consider?
- 4) Engage your stakeholders: Who are they?\_What information is most useful to them and why? How can evaluation be value-added to their interests?

### Tools to Guide your Process:

- ❖ **Logic Model**: this tool can help to summarize key elements of your project and show how they relate to one another and impact potential outcomes. ([Sample Logic Model](#)).
- ❖ **Evaluation Plan**: this tool helps guide purposeful implementation and helps to ensure that you are collecting the correct information at appropriate times
- ❖ [See included planning tools](#)

## Basic Garden Evaluation Ideas

The following are a set of tools and ideas meant to get you started in your evaluation process. They are not all meant to be implemented at once or in their totality. Rather they are offered here as a way to get the evaluative juices flowing and give you some templates to choose from. Keep any and all programmatic goals and outcomes in mind when considering the resources in this section, as doing so can help to ensure usefulness for the program at hand.

Remember to get buy-in from stakeholders about what information is most useful to collect and why. Doing this can help create an evaluation culture and may inspire stakeholders to fully engage in such practices long term in the spirit of continual improvement and tracking impacts along the entire life of a project or program. One way to do this in the context of a project that relies on volunteers, is to consider creating systems that can involve the volunteers and allow them to take on responsibility for some elements of your tracking. Even the act of weighing produce can engage volunteers and illustrate programmatic impact, especially if you keep the volunteers informed of donations over time. ***The more you can be inclusive with how you engage with evaluation in your project, the greater the possibilities for rich and comprehensive outcomes.***

The image shows a handwritten feedback form on a white background. At the top, it says "I came to this program because: I Love to Cook and learn new things." Below this, there are two columns. The left column is titled "Positive Things about this program:" and contains the text "I liked learning more about..." and a simple drawing of a person with long hair. The right column is titled "Things You Would Change to Improve this program:" and contains the text "For it not to be so hot." At the bottom of the form, it says "Thanks for your participation and feedback!"

Feedback from child participant in Fair Share cooking program, CGC 2014



## Basic Garden Evaluation Tools

- ❖ Produce scale for weighing garden harvest ([Harvest Tracker Sheet](#))
- ❖ Garden Journal (either personal or group): gardeners take notes on when crops were planted, how crops grew, when crops were harvested, and other things about what they saw, thought, felt, and learned in the gardens ([Garden Journal Activity](#)). Also consider having gardeners fill out index cards for what they did on a given volunteer day, tracking their accomplishments and growth over the season.
- ❖ Photo Journals: gardeners document all of the above in photos (Note: This could be a great way to engage a volunteer, if they were willing to take this on as a regular role/responsibility)
- ❖ Taste Test: vegetables, fruit, or herb tastings; Gardeners can vote on favorites or comment on the flavor, texture, etc. \*\*this is great for new garden volunteers or kids!\*\*
- ❖ Written Surveys or Verbal Interviews. Ask specific questions to get gardeners to share about their experiences
- ❖ Observation Techniques: pay attention to what's happening out in the gardens: What is growing & how? \*How many, how often, & when are gardeners spending time in the garden? \*What changes do you notice in attitude, participation, and responsibility?
- ❖ Excerpted with permission from Community Garden Connections Garden Education Manual, p. 185: <http://www.antiochne.edu/wp-content/uploads/2012/08/CGC-Education-Manual-Final.pdf>

**Other Evaluation Resources:**

- ❖ Community Food Project Evaluation Toolkit:  
[http://nesfp.org/sites/default/files/uploads/cfp\\_evaluation\\_toolkit.pdf](http://nesfp.org/sites/default/files/uploads/cfp_evaluation_toolkit.pdf)
- ❖ Five Borough Farm Data Collection Toolkit: Protocols for measuring the outcomes and impacts of community gardens and urban farms:  
<http://farmingconcrete.org/barn/static/resources/DataCollectionToolkit.pdf>
- ❖ Cornell University Cooperative Extension, Cornell Garden Based Learning Evaluation Toolkit:  
<http://blogs.cornell.edu/garden/grow-your-program/evaluation-toolkit/>
- ❖ Logic Model Workbook, Innovation Network, Inc. (2010):  
[http://www.innonet.org/client\\_docs/File/logic\\_model\\_workbook.pdf](http://www.innonet.org/client_docs/File/logic_model_workbook.pdf)
- ❖ Ernst, J.A., Monroe, M., & Simmons, B. (2009). Evaluating your environmental education programs: A workbook for practitioners. Washington, DC: North American Association for Environmental Education.
- ❖ Whole Measure for Community Food Systems: Values Based Planning and Evaluation.  
<http://nesfp.org/sites/default/files/uploads/wholemeasurescfs.pdf>
- ❖ Whole Measure: Transforming our Vision of Success.  
[http://measuresofhealth.net/pdf/WholeMeasures\\_6.pdf](http://measuresofhealth.net/pdf/WholeMeasures_6.pdf)
- ❖ MEERA (My Environmental Education Evaluation Resource Assistant)  
<http://meera.snre.umich.edu>



## Community Garden Connections Program *(Basic Feedback Form)*

Date: \_\_\_\_\_

We value your feedback so that we can support your efforts and improve future events. All responses will remain confidential. Only respond to questions you feel comfortable answering.

Name *(optional)* \_\_\_\_\_

Contact Information *(optional)* \_\_\_\_\_

\_\_\_\_\_

I came to this program/workshop because:

Draw or write about your experiences today & share suggestions for improvement:

Positive Things about this program:	Things You Would Change to Improve this program:

*Thanks for your participation and feedback 😊*



## Garden Journals

### Overview:

Gardeners write or draw in a journal throughout the season as they visit and work in the garden.

### Objectives:

Gardeners will

- Make observations about the garden
- Express themselves through writing and drawing
- Create a record of their learning and reflections

### Activity Time:

Most journal sessions will last about 30 min. The initial session may take up to 60 min. It is helpful to allow 15 min. at the end of each session for sharing.

### Materials:

Notebooks, binders, or scrapbooks  
 Pens and pencils  
 Crayons or markers  
 Clipboards  
 Camera  
 Photos  
 Glue sticks  
 Other objects to add:  
 pressed flowers/plant parts,  
 newspaper/ magazine  
 clippings, recipes

### Introduction

Many gardeners keep journals to record what they planted, how the plants grew, what pests or diseases caused trouble, and other information that would be useful for them in future years of gardening. These kinds of records are extremely helpful for improving your gardening skills and knowledge.

The journals in this activity, however, are more reflective and serve to record the gardeners' experiences in the garden. By taking the time to observe and record what is happening in the garden, as well as their own thoughts and feelings, the gardeners will develop a relationship with the garden. You may wish to ask the gardeners to choose a special spot to sit in each time they journal, or perhaps a specific plant to "adopt" and watch closely. Doing this will make it easier for the gardeners to notice changes in the garden.

It is helpful to add to the journals regularly—maybe as often as 2-3 times a week. Regular entries will document not only changes in the garden, but the learning and shifts in feelings and attitudes of the gardeners themselves. Gardeners can record their entries in individual journals or all contribute to a group journal.

### Activity Description

1. Introduce the idea of garden journals to the gardeners. Let everyone share what they might like to include in the journals.
2. Make cover pages for the journals.
3. Go out to the garden and find a spot to sit. Spend the first 5-10 minutes experiencing the garden without writing or drawing. What do you see, hear, smell, feel, taste? Pay attention to tiny things and big things, things that change and things that stay the same.
4. Write or draw about your experiences in the garden.

Some things to think about:

- What do you see? Look close up and far away.
- What do you hear? Listen for loud sounds and really quiet sounds.
- What do you feel? Feel the big, small, soft, and hard things around you.
- What do you smell? How do the plants smell? The soil? Sticks? Insects?

- How do you feel when you sit in the garden?
- Which is your favorite plant in the garden? Why?
- What has changed since you last sat in the garden?
- What is your favorite thing to do in the garden?
- What is something you did today for the first time in your life?

5. Return to the large group and share your thoughts with your fellow gardeners.

### Other Ideas and Extensions

- Make your own journals out of recycled paper!
- Use some pages like a scrapbook—glue in photos, recipes, pressed plant parts, or other objects that help tell the story of the garden. Don't forget to add captions!
- Use the journals to record weather and garden events such as the first sprouts, first flowers, first and last harvest, etc.
- Write a poem or story about the garden.

### Resources

- Easy instructions for a simple homemade garden journal using paper, a rubber band, and a stick: <http://bringinguplearners.com/2008/01/28/homeschool-hacking-tips-make-your-own-nature-journal/>
- This lesson plan from the U.S. Fish and Wildlife Service describes a session of nature journaling with elementary-aged students. It has good background information on the benefits of nature journaling, much of which applies to garden journals for gardeners of all ages! <http://www.fws.gov/midwest/PWLC/documents/NatureJournal.pdf>
- This is another lesson plan, but it is from the Smithsonian Institution. It contains excellent information about professionals from the past and the present who use nature journals in their work. The activities focus on the craft of journaling and developing observational skills. [http://www.smithsonianeducation.org/educators/lesson\\_plans/journals/smithsonian\\_siyc\\_fallo6](http://www.smithsonianeducation.org/educators/lesson_plans/journals/smithsonian_siyc_fallo6).

(Excerpted with permission from Community Garden Connections Garden Education Manual, p. 188: <http://www.antiochne.edu/wp-content/uploads/2012/08/CGC-Education-Manual-Final.pdf>)





## Planning your Evaluations: Sample Evaluation Tools<sup>33</sup>

### Basic Logic Model Template

Inputs				Outcomes	
Resources	Activities	Outputs	Short-term	Medium-term	Long-term

<b>Rationale(s):</b>	<b>Assumptions:</b>
<i>The explanation of a set of beliefs, based on a body of knowledge, about how change occurs in your field and with your specific clients (or audience).</i>	<i>Facts or conditions you assume to be true.</i>
<b>External Factors:</b>	

<sup>33</sup> Ernst, J.A., Monroe, M., & Simmons, B. (2009). *Evaluating your environmental education programs: A workbook for practitioners*. Washington, DC: North American Association for Environmental Education.p.21



# Evaluation Plan Template<sup>34</sup>

Focusing the Evaluation		Collecting the Information			Using the Information	
Questions	Indicators	Sources	Methods	Management	Analysis	Reporting
What do you want to know?	How will you know it?	Who will have the information?	How will you gather the data?	When will the info be collected?	How will the data be analyzed?	How will the results be communicated?

<sup>34</sup> Ernst, J.A., Monroe, M., & Simmons, B. (2009). *Evaluating your environmental education programs: A workbook for practitioners*. Washington, DC: North American Association for Environmental Education. p.40.

**Community Garden Connections Adult Pre-Program Survey**  
*(\*Excerpted with permission from previous CGC staff resources)*

Thank you for participating in our survey. Community Garden Connections (CGC) is going to be working with \_\_\_\_\_ to build new gardens here. Your perspectives are valuable to us and we will be using them to design and improve the garden program. Your responses are confidential. If you have any questions, please contact Dr. Libby McCann, Core Faculty in the Department of Environmental Studies at Antioch University New England. She can be contacted by telephone at (603)283-2332 or email at [emccann@antioch.edu](mailto:emccann@antioch.edu).

**1. Have you gardened before?**

Yes, regularly      Yes, off and on      Yes, but only a little      No

**2. How would you describe your level of experience as a gardener?**

Never gardened      Beginner      Intermediate      Advanced

For the following questions, please mark the box that best matches your feelings about the statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	I don't know
Eating vegetables every day is important to me.						
I eat vegetables every day.						
Spending time outside every day is important to me.						
I spend time outside every day.						

**3. What are you most looking forward to doing in the garden this year, if anything?**

4. For the following questions, please mark all that apply.

	I've never done this	I have a little experience	I have a moderate amount of experience	I have a lot of experience	I would like to help others do this	I would like to learn more about this	I don't know what this is
Composting							
Starting seedlings indoors							
Cooking with vegetables							
Improving soil quality							
Building raised beds							
Organic pest control							
Preserving food (e.g. canning)							
Transplanting							
Weeding							
Designing a garden plan							
Other: _____							

### Community Garden Connections Adult Post-Program Survey

Thank you for participating in our survey! Your perspectives are valuable to us and we will be using them to improve the garden program. Your responses are confidential. If you have any questions, please contact Dr. Libby McCann, Core Faculty in the Department of Environmental Studies at Antioch University New England. She can be contacted by telephone at (603)283-2332 or email at [emccann@antioch.edu](mailto:emccann@antioch.edu).

1. Had you gardened before working in the gardens at \_\_\_\_\_?

Yes, regularly      Yes, off and on      Yes, but only a little      No

2. How would you describe your level of experience as a gardener?

Never gardened      Beginner      Intermediate      Advanced

3. For the following questions, please mark the box that best matches your feelings about the statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	I don't know
Eating vegetables every day is important to me.						
I eat vegetables every day.						
I eat more vegetables now than I did last year at this time.						
Spending time outside every day is important to me.						
I spend time outside every day.						
I spend more time outside now than I did last year at this time.						
I met new people while I was doing things related to the garden.						

4. **Have your relationships with other people changed because of your participation in garden activities?**    Yes    No  
    **If yes, how?**
  
5. **What was your favorite part of being involved with the gardens this year?**
  
6. **What is the most important thing you learned while participating in a garden-related activity this year?**
  
7. **What would make the garden program better, in your opinion?**
  
8. **Is there anything else you would like to tell us?**

9. For the following questions, please mark all that apply.

	I've never done this	I have a little experience	I have a moderate amount of experience	I have a lot of experience	I would like to help others do this	I would like to learn more about this	I don't know what this is
Composting							
Starting seedlings indoors							
Cooking with vegetables							
Improving soil quality							
Building raised beds							
Organic pest control							
Preserving food (e.g. canning)							
Transplanting							
Weeding							
Designing a garden plan							
Other: _____							

# Safety in the Garden

When working with staff and volunteers in the garden, it is a good idea to establish best practices for safety (i.e. how to use tools, proper attire, self-care, etc.). The following section will offer some information, tips, and templates that will help you frame safety in the garden.



WGP Daily Work Party Instructions, 2014

## Found in this section

- ❖ Overview for Safety at WGP
- ❖ WGP Emergency Information
- ❖ Basic Safety Tips
- ❖ Enabled Gardner Tips
- ❖ Food Safety in the Garden
- ❖ Sample Liability Forms



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## Safety at the Westmoreland Garden Project

Safety is of the utmost importance at the Westmoreland Garden Project and all Community Garden Connections projects. While this section outlines some tips and guidelines for responding appropriately to emergency situations, there is no way to record every process and procedure that could come up, or every way you would avoid accidents and respond to them. Many of the best practices rely on

**GOOD JUDGEMENT, COMMON SENSE, and STAFF TRAINING.**

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**In any emergency situation it is important for staff to remember to always:**

- ❖ STAY CALM and in CONTROL of your ACTIONS and WORDS
- ❖ LOOK OUT for all participants, not just those involved in the incident
- ❖ LOCATE the first aid kit in the tool shed. In the case of a minor first aid incident, use proper first aid training: wear gloves, etc. (Remember to replace items when expired or used.)

## **Westmoreland Garden Project Emergency Information**

### **Emergency Contacts:**

Westmoreland Fire Department: (603) 399-9993

Cheshire Medical Hospital (Keene, NH): Emergency → 603-354-6600

Extreme Emergency: 911

### **When talking to emergency personnel tell them:**

That you are calling from the garden at the Old County Jail Site, across the street from the Maplewood Nursing home → Address: 201 River Rd, Westmoreland, NH 03467.

- 1) Your Name
- 2) The problem/what's going on
- 3) Stay on the line and answer any questions and let the dispatcher hang up first.

### **Closest Phones**

\*Cell phone service is spotty at the garden- in case of emergency you may need to locate and make use of landlines

### **Where are the closest landline phones??**

- 1) Barn next door
- 2) Maple Wood Nursing Home across the street



## Basic Safety Tips

- ❖ **Dress to protect.** What you wear in the garden goes a long way for overall safety.
  - Long pants (can help protect against ticks) \*Wear socks tucked into pants & Tick check
  - Long sleeves and a hat for sun protection
  - Gloves
  - Bug Spray
  - Ear protection if using machinery
- ❖ **Tool Safety First.**
  - Give proper use instructions to all volunteers for any tools or tasks to be performed at a given time
  - Limit distractions
  - Maintain all tools, check for signs of damage
- ❖ **Take care in the heat, know your limits.**
  - Stay hydrated
  - Wear Sunscreen
  - Take breaks
  - Keep an eye on those around you for signs of heat related illness; we are our best tools for safety!!
  - Be aware of any potential medications that can cause photosensitivity
- ❖ **Proper Form is Key.** To safely digging, lifting, or reaching....
  - Bend at the knees and use your legs
  - Lift slowly and carefully
  - Don't twist
  - Bend at the hips not the waist when working in an upright position.
- ❖ **Remember to Work "Smarter not Harder"** 😊
  - Use a wheelbarrow or cart to move things when you can
  - Think about where you place or store frequently used items for ease of use
  - Create systems to ensure good practices overall (e.g. veggie washing stations that can reduce stooping or bending)

**References that informed these tips:** *Gardening for Life: A Guide to Garden Adaptations for Gardeners of All Ages and Abilities* <http://cru.cahe.wsu.edu/CEPublications/misco545/misco545.pdf>

Center for Disease Control and Prevention. *Gardening Health and Safety Tips*. Accessed 2015.

<http://www.cdc.gov/family/gardening/>

## Gardening for Everyone: Tips for enabling all in the garden

- ❖ Think about purchasing or modifying tools that can be adjusted for ease of grip and use.
- ❖ Tie a cord around the handles of small tools to make retrieval easier if they are dropped.
- ❖ Consider how accessible the water supply is (e.g. place hand levers on spigots or use mulching or drip irrigation to retain water rather than dragging hoses around).
- ❖ Consider adding some raised beds or large containers to help reduce need for bending or stooping, creating a diversity of options for folks to get involved.
- ❖ Consider vertical hanging spaces for growing things → hanging pots or vining plants on a trellis, reducing bending or stooping and can be more easily accessed from a seated position.
- ❖ Plant a diversity of plants, think about how certain plants might be visually appealing, nice to touch, or smell nice → creating many types of sensory experiences in the garden
- ❖ Think about adding seating around the garden space, providing a place to rest.<sup>35</sup>

### A Note on Food Safety in the Garden.....

- ❖ Use potable water when washing harvested veggies
- ❖ Avoid soil contamination, compost properly, avoid raw fertilizers
- ❖ Limit access to the garden from animals as much as possible
- ❖ Use food grade totes and bags for transporting and storing harvested veggies. Wash frequently with soap and water
- ❖ When transporting harvested veggies, make sure to keep cool with moist towels or in coolers with ice packs.

Resource:

<http://www.ext.colostate.edu/pubs/foodnut/09381.pdf>

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<sup>35</sup>WSU Master Gardeners in Spokane County. n.d. *Gardening For Life: A Guide to Garden Adaptations for Gardeners of All Ages and Abilities*. Accessed 2015. <http://cru.cahe.wsu.edu/CEPublications/misc0545/misc0545.pdf>.

## Sample Safety Tools



### Sample Garden Health and Safety Volunteer Agreement

Please read (and sign at the bottom of the page) the following general volunteer safety list. If you have any questions we are happy to provide you with more information. We care about your health and well-being and hope that by reading through the following information, you will be better informed about volunteer work.

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#### Tool Safety

- Hoes: Always carry with the sharp tip to the ground. Never swing above your knees.
- Knives: Be aware of the blade. When carrying, place blade under arm.
- Always cut away from yourself, but be careful of the plants.
- Clippers/Loppers: Be aware of the blade—keep body parts away (i.e. fingers) When carrying, place blade under your arm. Do not place blade in dirt as it dulls the blade.

#### Awareness of machinery/tractors/cars

- People operating tractors wear ear protection—this means they can't hear you.
- Be aware of where they are in the field and always give them the right of way.
- Don't assume the person on a tractor can see you—keep a safe distance at all times.
- When driving around a farm always give tractors the right of way.
- When walking, make sure to stay to the side of the road so vehicles and tractors can pass.

#### Plants to be aware of (do not touch or eat anything you do not know.)

- Stinging nettle, Cow parsnip/Wild parsnip, Burdock, Poison Ivy.
- Be aware of ticks
- Deer ticks live in the grasses and woods and can cause Lyme disease. Ticks actively seek warm bodies. Remember to check your person for unwanted small friends.

#### Ergonomics

- Always lift from the legs, not from the back.
- Be aware of repetitive motions.
- Work smarter not harder.

#### Body awareness

- Watch where you are stepping! Plants get crushed easily.
- When possible, kneel or stand when weeding, it is much more efficient.

**Vehicles**

- Always wear your seatbelt.
- Never ride in the back/bed of a truck or tractor.

**Clothing**

- Wear appropriate clothing for the season and the job to be done (i.e. winter boots and gloves during the winter).
- Wear closed toe shoes while at the garden.

By signing my name below, I certify that I have read the above safety information, agree to follow the guidelines and agree to volunteer at my own risk.

**Name**

**Signature**

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*(\*Adapted from Cheshire County Conservation District Maplewood Demonstration Garden Rules)*



## Sample Garden Project Volunteer Waiver of Liability

The Westmoreland Garden Project works to grow food to donate to local social service agencies in the Monadnock Region of NH. The success of the project relies on volunteers to help Community Garden Connections accomplish this mission, and in doing so creates a network of shared learning and experience while increasing food security for our community.

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In consideration of my, or my minor child, being permitted to volunteer in any way at **(INSERT GARDEN NAME HERE)**, I, the Undersigned, for myself and my minor child, all of my or my minor child's personal representatives, executors, administrators, heirs, next of kin, successors and assigns, herein referred to as "Releasers", hereby freely, voluntarily, and without duress executes this Release under the following terms:

- 1) **Safety Rules.** For the safety of myself and others, I will comply with **(INSERT GARDEN NAME)** safety rules and directions at all times when volunteering and working at the **(INSERT GARDEN NAME.)** I agree to supervise any participating child or other person for whom I am legally responsible and ensure that those person(s) are following the safety rules and directions of **(INSERT GARDEN NAME.)** If I become aware of any danger or hazardous condition at **(INSERT GARDEN NAME)** program sites, I will alert **(INSERT GARDEN NAME)** staff immediately.
- 2) **Release and Waiver:** Volunteer does hereby release and forever discharge and hold harmless **(INSERT GARDEN NAME)** and its successors and assigns from any and all liability, claims and demands of whatever kind or nature, either in law or in equity, which arise or may hereafter arise from Volunteer's Activities with **(INSERT GARDEN NAME.)** Volunteer understands that this Release discharges **(INSERT GARDEN NAME)** from any liability or claim that the Volunteer may have against **(INSERT GARDEN NAME)** with respect to any bodily injury, personal injury, illness, death, or property damage that may result from the Volunteer's Activities with **(INSERT GARDEN NAME)**, whether caused by the negligence of **(INSERT GARDEN NAME)** or its officers, director, employees or otherwise. Volunteer also understands that **(INSERT GARDEN NAME)** or associated partner organizations do not assume any responsibility for or obligation to provide financial assistance or other assistance, including, but not limited to medical, health, or disability insurance in the event of injury or illness.
- 3) **Medical Treatment:** Volunteer does hereby release and forever discharge **(INSERT GARDEN NAME)** from any claim whatsoever which arises or may hereafter arise on account of any first aid, treatment, or service rendered in connection with the Volunteer's Activities with **(INSERT GARDEN NAME.)**

**4) Awareness and Assumption of Risk (\*\*Please Read and Sign Safety**

**Information Sheet):** The Volunteer understands that the Activities include work that may be hazardous to the Volunteer, including, but not limited to transportation. Volunteer hereby expressly and specifically assumes the risk of injury or harm in the Activities and releases **(INSERT GARDEN NAME)** from all liability for injury, illness, death, or property damage resulting from the Activities.

**5) Insurance:** The Volunteer understands that **(INSERT GARDEN NAME)** does not carry or maintain health, medical, or disability insurance for any Volunteer.

**6) Photographic Release:** I agree that photos or other visual media of me/my minor child may be taken at the garden may be used by the **(INSERT GARDEN NAME)** for any lawful purpose.

YES

NO

**7) Other:** Volunteer expressly agrees that this Release is intended to be as broad and inclusive as permitted by the laws of the State of **(INSERT STATE HERE)** and that this Release shall be governed by and interpreted in accordance with the laws of the State of **(INSERT STATE HERE.)** Volunteer agrees that in the event that any clause or provision of this Release shall be held to be invalid by any court of competent jurisdiction, the invalidity of such clause or provision shall not otherwise affect the remaining provisions of this Release which shall continue to be enforceable.

**I hereby state that I have read and agree to the terms and conditions and Release and Waiver above while being a volunteer at the (INSERT GARDEN NAME)**

***\*\*If the volunteer is under the age of 18 a parent or legal guardian must sign.\*\****

Volunteer Name (Print Please): \_\_\_\_\_

Volunteer/Parent Signature: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Volunteer Address \_\_\_\_\_

Phone number: \_\_\_\_\_

Email: \_\_\_\_\_



## **Resources used to inform this sample waiver**

- ❖ Full Circle Farm Volunteer Waiver: <http://fullcirclesunnyvale.org/wp-content/uploads/2013/12/volunteer-waiver.pdf>
  - ❖ Ground Rules: A Legal Toolkit for Community Gardens, a Change Lab Solutions Publication (2012):  
[http://changelabsolutions.org/sites/default/files/CommunityGardenToolkit\\_Final\\_%28CLS\\_20120530%29\\_20110207.pdf](http://changelabsolutions.org/sites/default/files/CommunityGardenToolkit_Final_%28CLS_20120530%29_20110207.pdf)
  - ❖ Eat Greater DeMoines Release and Liability Waiver:  
<http://www.eatgreaterdesmoines.org/content/release-and-waiver-liability-and-photo-release>
  - ❖ Cheshire County Conservation District, Maple Wood Demonstration Garden Liability and Waiver
-

## Appendix Section



Sunset at the Westmoreland Garden Project

### Found in this Section

- ❖ Interview Materials
- ❖ Master Resource List
- ❖ WGP Additional Resources
- ❖ Manual References

# Appendix A: Interviews (Methodologies, Interview Guide, Sample Request for Interview)

## Interviews with Key Informants

The content of this manual is based partly on information gathered over the course of five interviews with key informants. The programs to be interviewed were purposefully chosen, based on the following criteria:

- ❖ Food/social justice mission
- ❖ Manages Volunteers
- ❖ Education
- ❖ Growing at the production scale → producing for sale or donation w/quantities more than for home use

It was important to take the time to learn from others who are doing this work; to hear their perspectives and insights about what works and what they might need to do better. From these interviews I hoped to learn more about their programs, including 1) how they are managed; 2) their perspective on best practices, challenges, and impacts of their community work; 3) to seek recommendations for programs and practitioners hoping to strengthen or begin a project. The interviews were used as a starting point for conducting further research for this project and informed the overall content and delivery of the resources included in this manual.

The interviews were conducted over the phone and ranged from 30 minutes to 1.5 hours in length. The set of interview questions were developed to provide a semi structured format to allow for some guidance, but encourage open ended responses from the interviewees. All of the interviews took place in February of 2015. Results were analyzed through consistent comparative analysis, identifying themes that occurred across respondents to inform this manual. Additional document review reinforced key findings highlighted in the overall themes outlined in this manual.

## Email Request for Interview Sent to Selected Programs/Farms

### **Email: Request for an interview about (Farm name)**

Dear \_\_\_\_\_,

My name is Sara Powell. I am interested in interviewing folks running farm programs across the country. I am contacting you because you represent an organization focused on growing food to increase food access in your community and your experience is valuable. I am a graduate student at Antioch University New England, developing a Masters Project putting together a manual based around production growing with a purpose of community food access and security.

You have been selected based on your work growing food with the specific purpose of increasing access in your community. I'd like to chat with you about your experiences, and find a time to connect by phone. The interview would take about 45 minutes to an hour of your time, and your responses will remain confidential. If you have additional questions, you're also welcome to contact my advisor Dr. Libby McCann [emccann@antioch.edu](mailto:emccann@antioch.edu).

Thanks for your consideration. Your perspective will help me better understand what makes a program like yours successful. At your earliest convenience, please let me know if you are interested, and if there are good times to talk. Please let me know if you have any questions, and I look forward to hearing back from you soon.

Warmly,

Sara Powell

## **Interview Guide**

First, let me go over a few things about today's interview...

The main purpose of our conversation today is to get your perspectives on growing food with a mission of food access. Your perspective is valuable because you have been working in this field and I believe you have expertise to share. The questions will be based around best practices and your own personal stories of doing this work. The information shared through this interview process will help me to create a manual based around production growing with a purpose of community food access and security, for my master's degree. There are no right or wrong answers to any of these questions. I'm most interested in your observations, opinions, and personal experiences. You should feel free to ask me clarifying questions whenever you feel the need to. The interview should take between about forty-five minutes to an hour. Your participation in our conversation today is completely voluntary and you can stop the interview at any time you want to. I would like to name you and your farm in this report to indicate that I spoke with you and that your experiences helped inform the overall project. Would this be okay with you to do so? All of the information and quotes that may be used in this manual will remain anonymous, for instance if a direct quotation seems appropriate to use, I will make sure to scrub the quote of any identifying information before including it. This will help capture some of the teachings and stories from the interviews within my project to illustrate different topics or points along the way. Only my project advisor and I will see the notes from these interviews. Does that sound okay to you?

With your permission, I'd like to record our interview today so that I can make sure I create full, accurate notes from it. The recordings will not be shared and will be destroyed at the conclusion of my project. Are you okay with my recording our conversation? (If not, ask if they are okay with you taking notes during the call. Explain that doing so without audio recording will likely extend

the length of the call, to allow you additional time to capture as much of what is said in real time as possible.) Do you have any questions for me? If not, shall we get started? )

\*\*If recording, start your recording with a simple audio placeholder identifier ("This is Sara Powell, it is date, and I'm speaking with \_\_\_\_ from \_\_\_\_ about his/her experiences and perspectives working with the farm, thank you again for taking the time to speak with me today.")

1. I'd like to start off by asking some questions that will allow me to get to know a little more about you, your program/organization/farm, and your personal involvement with food systems and farming. [5 min]
  - o How long have you been a farmer/food systems educator/program director?
  - o Tell me about your background doing this type of work?
  - o How long have you been doing this type of work?
  - o Can you describe your program/farm for me?
  - o How did you begin growing food for the food pantry?
2. How do you fit volunteers into your farm and production? Such as, how do you manage the outreach for your farm? (Prompts: How do you balance the volunteer coordination element of the farm with all of the other responsibilities of maintaining and planning a large growing space?)
3. How do you fit other staff into your farm and production?
4. Tell me about the collaboration that goes on between you, staff, and volunteers. (Prompts: Are you satisfied with that, etc.....Any ideas for furthering collaboration?)
5. What sorts of learning have you seen happening on the farm? (Prompts: Is education a specific component of your program/production, if at all? What are some of the workshops/ more formal education offerings/opportunities you host in your space?)
6. What role do partnerships play in the overall success of your program/farm? (e.g. education, food preparation ....)
7. How do you continually improve your program to ensure its long term sustainability? (Prompts: Do you evaluate your program? What sorts of impacts do you see your program having on your community? Describe some of these impacts.....From your website it looks like you track poundage? How do you know these things?)

8. Allude to earlier things mentioned in the conversation.....What happens to the food grown at the farm? – I've seen on your website that the food goes XYZ..... Can you tell me a little bit about how that relationship got started? CSA Shares ? How do you donate the food ?
9. Based on your experiences doing this kind of farming with a unique mission, and balancing volunteers, what do you think are some things you would have like to have known when you first started out doing this kind of work? (Prompt: What advice might you give to someone starting a program like this?)
10. What do you like most about doing this work? Rewards, etc.
11. We're really all done with our interview, but are there any last thoughts about your farm or your program that you you'd like to share with me before we say goodbye?

At the conclusion of the interview:

"NAME thank you so much for sharing your thoughts with me today! As I mentioned at the start of our call, I will be gathering the stories and information shared during all of the interviews and will use them as needed in the user friendly guide that I am developing for my Masters Project. Do you have any final questions for me?"

## Master Resource List

### Practical Growing Guides, Manuals and Resources

- ❖ Community Garden Connections Garden Education Manual:  
<http://www.antiochne.edu/wp-content/uploads/2012/08/CGC-Education-Manual-Final.pdf>)
- ❖ Denver Urban Gardening [Best Practices Handbook](#)
- ❖ Gardening for Good Nutrition: A Guide to Growing Your Own Healthy Food:  
<http://www.solid-ground.org/Programs/Nutrition/Lettuce/Documents/GardeningGuide.pdf>
- ❖ Growing Connections: A Resource Guide for Farm-to-Food Bank Strategies:  
[http://www.northwestharvest.org/stuff/contentmgr/files/0/c2a9dob7854abdee562af3eb1d9a2543/files/gc\\_report\\_final\\_web.pdf](http://www.northwestharvest.org/stuff/contentmgr/files/0/c2a9dob7854abdee562af3eb1d9a2543/files/gc_report_final_web.pdf)
- ❖ Community Based Gleaning: A How to Guide:  
[http://issuu.com/salvationfarms/docs/community-based\\_gleaning\\_guidebook\\_/o](http://issuu.com/salvationfarms/docs/community-based_gleaning_guidebook_/o)
- ❖ Garden Mosaics Program Manual:  
[https://communitygarden.org/gardenmosaics/downloads/GardenMosaics\\_ProgramManual.pdf](https://communitygarden.org/gardenmosaics/downloads/GardenMosaics_ProgramManual.pdf)
- ❖ Let's Glean: United We Serve Toolkit:  
[http://www.usda.gov/documents/usda\\_gleaning\\_toolkit.pdf](http://www.usda.gov/documents/usda_gleaning_toolkit.pdf)
- ❖ From the Ground Up: A Guide to Basic Organic Vegetable, Flower, and Herb Gardening for New Gardeners:  
[http://www.eagleheightsgardens.org/tips/garden\\_manual\\_v\\_1.12.pdf](http://www.eagleheightsgardens.org/tips/garden_manual_v_1.12.pdf)
- ❖ UNH Cooperative Extension Handouts to Growing Fruits and Vegetables:  
<http://extension.unh.edu/Fruits-and-Vegetables>
- ❖ Community Gardening in New Hampshire, From the Ground Up  
[https://extension.unh.edu/resources/files/Resource002173\\_Rep3203.pdf](https://extension.unh.edu/resources/files/Resource002173_Rep3203.pdf)
- ❖ Colorado State University Extension (2012) Vegetable Planting Guide, CMG Garden Notes #720 <http://www.ext.colostate.edu/mg/gardennotes/720.html>
- ❖ UNH Cooperative Extension (2001). Starting Plants Indoors From Seed. Found at: [http://extension.unh.edu/resources/resource/495/Starting\\_Plants\\_Indoors\\_From\\_Seed](http://extension.unh.edu/resources/resource/495/Starting_Plants_Indoors_From_Seed)
- ❖ The University of Maine Cooperative Extension (2008). Starting Seeds at Home. Found at: <http://extension.umaine.edu/publications/2751e/>



## Food Security and Community Gardening

### Reports

- ❖ Household Food Security in the United States in 2013:  
<http://www.ers.usda.gov/media/1565415/err173.pdf>
- ❖ Adapting to Climate Change: Planning a Climate Resilient Community, November 2007, prepared by City of Keene in assoc. with ICLEI, p. 60. IPCC 2007: Working Group II. Retrieved from: [http://www.ipcc.ch/publications\\_and\\_data/ar4/wg2/en/ch5.html](http://www.ipcc.ch/publications_and_data/ar4/wg2/en/ch5.html)
- ❖ Marin County Community Garden Need Assessment. Bauermeister, Swain, & Rilla. (2010). University of California Cooperative Extension-Marin.

### Organizations

- ❖ Antioch University New England- Community Garden Connections:  
<http://www.antiochne.edu/cgc/>
- ❖ Cheshire County Conservation District: [www.cheshireconservation.org](http://www.cheshireconservation.org)
- ❖ The Community Kitchen: <http://www.thecommunitykitchen.org/>
- ❖ Monadnock Farm and Community Coalition: <http://www.mfccoalition.org/>

### Books

- ❖ Cultivating Food Justice: Race, Class and Sustainability, Alison Hope Alkon and Julian Agyeman (The MIT Press, 2011)
- ❖ Fair Food, Oran B. Hesterman (Public Affairs, 2011)
- ❖ Rebuilding the Foodshed: How to Create Local, Sustainable, and Secure Food Systems (A Community Resilience Guide), Philip Ackerman-Leist (Chelsea Green Publishing, 2013)

### Articles

- ❖ [Hungry in New Hampshire](#)
- ❖ [Using Garden-Based Service-Learning to Work Toward Food Justice, Better Educate Students, and Strengthen Campus-Community Ties: \(Dave Aftandilian and Lyn Dart: The Journal of Community Engagement and Scholarship, 2013\)](#)
- ❖ [Who's Hungry Now?](#)
- ❖ *From risk to resilience: What role for community greening and civic ecology in cities?* Krasny, M. E, and Tidball, K. G. (2007). In A.E. J. Wals (Ed.), *Social learning towards a sustainable world: Principles, perspectives and praxis* (pp. 149–164). Wageningen, The Netherlands: Wageningen Academic Publishers, p.4.
- ❖ *Applying a Resilience Systems Framework to Urban Environmental Education.* Krasny, M.E. and Tidball, K.G. (2009). *Environmental Education Research*, 15(4), 465-482.

- ❖ *Building a Common Table: The Role for Planning in Community Food Systems.* Campbell, M.C. (2004). University of Wisconsin Madison Journal of Planning Education and Research, 23: 341-355.
- ❖ *Bringing Good Food to Others: Investigating the Subjects of Alternative Food Practice.* Guthman, J. (2008) Department of Community Studies, University of California at Santa Cruz. Cultural Geographies, vol. 15 no. 4 431-447.
- ❖ *Community resilience as a metaphor, theory, set of capacities and strategy for disaster readiness.* Norris, F.H. et al. (2008). Am J Community Psychology, 41, 127-150.
- ❖ *Using Garden-Based Service-Learning to Work Toward Food Justice, Better Educate Students, and Strengthen Campus-Community Ties.* Aftandilian, D. and Dart, L. (2013). JCES Vol. 6 No. 1.

## Cultural Competency

- ❖ Ready? Set. Grow! A Starter's Guide for Becoming Culturally Competent Chicago Jobs Council Cultural Competency and Employment Initiative: [http://cjc.net/wp-content/uploads/2011/03/ReadySetGrow\\_StarterGuide\\_CultComp.pdf](http://cjc.net/wp-content/uploads/2011/03/ReadySetGrow_StarterGuide_CultComp.pdf)
- ❖ The Asset-Based Community Development Institute (ABCD): <http://www.abcdinstitute.org/>
- ❖ Partnerships: A Framework for Working Together: <http://strengtheningnonprofits.org/resources/guidebooks/Partnerships.pdf>
- ❖ Developing The Power of Strong Inclusive Communities: [http://www.thinklocalactpersonal.org.uk/\\_library/Resources/BCC/Report/TLAP\\_Developing\\_the\\_Power\\_Brochure\\_FINAL.pdf](http://www.thinklocalactpersonal.org.uk/_library/Resources/BCC/Report/TLAP_Developing_the_Power_Brochure_FINAL.pdf)
- ❖ Environmental Justice and Environmental Racism an Annotated Bibliography: [http://www.academia.edu/395112/Environmental\\_Justice\\_and\\_Environmental\\_Racism\\_An\\_Annotated\\_Bibliography](http://www.academia.edu/395112/Environmental_Justice_and_Environmental_Racism_An_Annotated_Bibliography)
- ❖ Cooking Up Community: Nutrition Education in Emergency Food Programs: [http://www.whyhunger.org/uploads/fileAssets/a86cb1\\_10a252.pdf](http://www.whyhunger.org/uploads/fileAssets/a86cb1_10a252.pdf)
- ❖ Social Capital and Community Gardens: A Literature Review: <http://www.cura.umn.edu/sites/cura.advantagelabs.com/files/publications/NPCR-1348.pdf>
- ❖ *Intercultural Competence: Vital Perspectives for Diversity and Inclusion.* Bennett, J. 2014. Ferdman, B.M (Editor), Deane, B.R (Associate Editor) (2014) Diversity at Work: The Practice of Inclusion, John Wiley & Sons.

## Working with Volunteers

- ❖ Can You Dig It (CYDI) Best Practices:  
[http://static1.1.sqspcdn.com/static/f/473904/18865533/1340400489630/DUG\\_Best\\_Practices\\_digital\\_copy.pdf?token=EgN961U5d2Pfkdk3OVhwTGHIO5U%3D](http://static1.1.sqspcdn.com/static/f/473904/18865533/1340400489630/DUG_Best_Practices_digital_copy.pdf?token=EgN961U5d2Pfkdk3OVhwTGHIO5U%3D)
- ❖ Seattle Community Gardening Inclusive Outreach Tips:  
<http://www.seattle.gov/Documents/Departments/Neighborhoods/PPatch/Inclusive-Outreach.pdf>
- ❖ Orton Family Foundation Blog: <http://www.orton.org/blog/top-ten-tips-inclusive-engagem>
- ❖ Ten Tips for a Volunteer Engagement Effort:  
<http://www.thenonproffitimes.com/management-tips/10-steps-for-a-volunteer-engagement-effort/>
- ❖ The 27 Best Practices for High Performing Volunteer Organizations:  
[http://www.huffingtonpost.com/mitch-ditkoff/best-practices-volunteer-organizations\\_b\\_2624967.html](http://www.huffingtonpost.com/mitch-ditkoff/best-practices-volunteer-organizations_b_2624967.html)
- ❖ Energize, Inc. Volunteer Management Resources: <https://www.energizeinc.com/a-z/article-internal/49>
- ❖ Strategic Volunteer Engagement: A Guide for Nonprofit and Public Sector Leaders. Rehnborg, S.J., 2009.
- ❖ Best Practices in Volunteer Management:  
[http://www.volunteeryukon.ca/uploads/general/Best\\_Practices\\_Volunteer\\_Management.pdf](http://www.volunteeryukon.ca/uploads/general/Best_Practices_Volunteer_Management.pdf)
- ❖ Strategic Volunteer Management: A Guide For Non Profit and Public Sector Leaders:  
<http://www.volunteeralive.org/docs/Strategic%20Volunteer%20Engagement.pdf>
- ❖ Best Practices if Exceptional Volunteer Programs:  
<http://www.northskynonprofitnetwork.org/resource-center/best-practices-exceptional-volunteer-programs-presentation>

## Evaluation and Program Design Resources

- ❖ Adapted from Cornell Garden-Based Learning Evaluation toolkit:  
<http://blogs.cornell.edu/garden/grow-your-program/evaluation-toolkit/evaluation-guidelines/>
- ❖ Creating Better Cities with Children and Youth: A Manual for Participation, by David Driskell. UNESCO 2002.
- ❖ The Vermont Community Gardening Network: Garden Evaluation Tips:  
<http://vcgn.org/wp-content/uploads/2013/08/Garden-Evaluation-tips-20131.pdf>

- ❖ *Developing a concept of extension program evaluation* Douglah, M. (1998). Madison, WI: University of Wisconsin-Extension, Cooperative Extension.
- ❖ Community Food Project Evaluation Toolkit:  
[http://nesfp.org/sites/default/files/uploads/cfp\\_evaluation\\_toolkit.pdf](http://nesfp.org/sites/default/files/uploads/cfp_evaluation_toolkit.pdf)
- ❖ Five Borough Farm Data Collection toolkit: Protocols for measuring the outcomes and impacts of community gardens and urban farms:  
<http://farmingconcrete.org/barn/static/resources/DataCollectionToolkit.pdf>
- ❖ Cornell University Cooperative Extension, Cornell Garden Based Learning, Evaluation Toolkit <http://blogs.cornell.edu/garden/grow-your-program/evaluation-toolkit/>
- ❖ Logic Model Workbook, Innovation Network, Inc. (2010)  
[http://www.innonet.org/client\\_docs/File/logic\\_model\\_workbook.pdf](http://www.innonet.org/client_docs/File/logic_model_workbook.pdf)
- ❖ Evaluating your environmental education programs: A workbook for practitioners. Ernst, J.A., Monroe, M., & Simmons, B. (2009). Washington, DC: North American Association for Environmental Education.
- ❖ Whole Measure for Community Food Systems: Values Based Planning and Evaluation.  
<http://nesfp.org/sites/default/files/uploads/wholemeasurescfs.pdf>
- ❖ Whole Measure: Transforming our Vision of Success.  
[http://measuresofhealth.net/pdf/WholeMeasures\\_6.pdf](http://measuresofhealth.net/pdf/WholeMeasures_6.pdf)
- ❖ North American Association for Environmental Education (NAAEE) (2009). Nonformal environmental education programs: Guidelines for excellence (2<sup>nd</sup> ed.). Washington, DC: NAAEE.
- ❖ *A critical review of the theory and application of social learning in participatory natural resource management processes*. Muro, M. & Jeffrey, P. (2008). *Journal of Environmental Planning and Management*, 51(3), 325–344.
- ❖ *Linking the individual learner to the context of adult learning*. Caffarella, R. & Merriam, S.B. (2000). In A.L. Wilson & E.R. Hayes (Eds.), *Handbook of adult and continuing education* (pp. 55-70). San Francisco: Jossey-Bass.
- ❖ Kitchen table sustainability: Practical recipe for community engagement with sustainability. Sarkissian, W. (2009), p.169-170. London, UK: Earthscan.

## Garden Safety

- ❖ Center for Disease Control: <http://www.cdc.gov/family/gardening/>
- ❖ *Gardening for Life: A Guide to Garden Adaptations for Gardeners of All Ages and Abilities*. WSU Master Gardeners in Spokane County. Washington State University Extension. Cresswell, B., Shultz, C., Petrasso, C., Loibl, K., Neubauer, K., Neumann, E., Schmidt, E., Young, N. 2005. Washington State University Extension:  
<http://ext100.wsu.edu/skagit/mg/enabling-garden/>

- ❖ The Benefits of Enabled Gardening:  
<http://www.aces.edu/urban/metronews/vol8no3/EnabledGardens.html>

### Sample food justice and community gardening projects:

- ❖ Community Garden Connections Website. <http://www.antiochne.edu/cgc/>
- ❖ Hells Kitchen Farm Project: <http://www.hkfp.org/#!/history/c1chf>
- ❖ Food Pantry Farm: <http://www.foodpantryfarm.org/#!/2014-summer-benefit/cooa>
- ❖ Patroon Land Farm, the Regional Food Bank of Northeastern NY:  
<http://regionalfoodbank.net/farm/overview/>
- ❖ Growing Power, Inc.: <http://www.growingpower.org/>
- ❖ Vashon Maury Food Bank, Garden and Farm Projects:  
[http://www.vashonfoodbank.org/o2\\_Services/gardenFarm.shtml](http://www.vashonfoodbank.org/o2_Services/gardenFarm.shtml)
- ❖ Veggies for All: <http://www.veggiesforall.org/home + links.html>
- ❖ Seattle Community Farm: <http://rfhresourceguide.org/Site/Seattle-Community-Farm>
- ❖ Solid Ground: <http://www.solid-ground.org/Pages/Default.aspx>
- ❖ Homeless Garden Project: <http://www.homelessgardenproject.org/index.php>
- ❖ The Vermont Community Garden Network: <http://vcgn.org/>

## The Westmoreland Garden Project: Garden Resources Section

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Every Season and project is different, though here is a general outline of activities by month, used to inform CGC's Westmoreland Project.

### **Sample Work Plan- Westmoreland Garden 2014**

(\*Additions and updates to be made throughout the season)

\*Approximately 32 weeks for Tuesday volunteer work parties (April-October)\*

#### **April:**

- Kick Off Volunteer Work Parties
- Spring clean-up
- Fruit Tree Pruning
- Spread Compost- from our bins and from delivery
- Sheet Mulching
- Early plantings (i.e. Peas, Greens, Onions, Potatoes)

#### **May**

- Maintenance and upkeep
- Planting - Warm season plants (Mid to Late May) → (i.e. Tomatoes, Squashes, Cucumbers, Beans, etc.)

#### **June**

- Maintenance
- Harvest
- Donations begin
- Summer successional plantings

#### **July-September**

- Maintenance
- Harvest
- Donations
- Successional plantings

#### **September-October**

- Harvesting
- Garden Cleanup
- Sheet mulching
- Harvest Festival?!?!?!?

**\*\*Other workshops/Educational Events:**

- Backyard composting
- Pest Management
- In Town CGC sites visits

***Extra Templates*****Westmoreland Garden Project Work Party Events**

When the last of the snow is melting away and the seeds have been sorted, accounted for, and ordered; it is time to get out to the garden and begin preparing for the season ahead. The following is a set of best practices and suggestions for getting the garden up and running in the spring.

**Early Season Work Party GOALS:**

- \*Provide an opportunity to begin community building among staff and volunteers
- \*Provide hands on garden learning- build connection with the space early on
- \*Establish groundwork for successful garden season- setting up systems ahead of time
- \*Provide experiences to increase skills and confidence
- \*Provide time to gain input and volunteer buy in for the season ahead- find out what they want to get out of the garden and their time spent at the space
- \*Emphasize Any and All Safety Considerations for the Daily Tasks

**Sample Task Overview:**

- \* Prune Fruit Tree
- \* Cut and Clear brush
- \* Sheet mulch beds
- \* Walk space and share crop plans
- \* Organize tools, tool maintenance, get a 'tool count' for the season

## **End of Season Garden Considerations**

When the last tomato has been picked, beet pulled, and vines composted, there are still things to get done before the snow flies. The following is a list of the End of Season Tasks to keep in mind when closing up the garden for the winter.

### **Task Overview**

- \*Bring tools back to indoor space, making sure they are protected for the winter months
- \*Close up any remaining beds with sheet mulch
- \*Turn compost, make any necessary additions
- \*Turn off water & wrap up irrigation (drain hoses, etc.)

### **Staff Considerations**

- \*Make sure to leave enough time at the end of the season for reflection and evaluation. Provide multiple opportunities to receive feedback as well as express gratitude and reflection for the entire season.
- \*Make a final pass around the garden to make sure there aren't any lingering tools or supplies laying out in the garden!



## SAMPLE Westmoreland Garden Project Field Trip Event

**Program overview:** The purpose of this field trip will be to provide transportation and access to the Westmoreland Garden. This garden will serve as a farm-scale view of gardening as well to be a place for our Community Garden Connections gardeners to get outside of town and learn together, across sites. Due to the nature and relative size of the Westmoreland Garden, it can serve as a place for demonstration. The garden is a very beautiful and welcoming space that can provide a calm environment to learn and grow as a community.

### Field Trip GOALS

- ❖ Provide an opportunity for many CGC sites to come together in a new garden setting
- ❖ Provide hands-on garden learning – Example activities: tomato trellising and succession planting, general garden maintenance
- ❖ Provide access to harvested produce directly from the garden
- ❖ Provide space for socialization and strengthen gardener culture and sense of community
- ❖ Provide experiences to increase skills and confidence
- ❖ Provide a space for sharing knowledge

### Overview of the Field Trip Day

**Program Length:** 4 hours (\*including possible van transportation to the garden site)

**Set up/breakdown:** 2 hours

**9am – 9:15** organize pickup of vans and CGC participants

**9:45 – 10** participants arrive at the garden (by van transport/personal cars)

**10- 10:15** Group Welcome and Field Trip overview!

**10:15-10:25** Garden tour!

**10:30-11:30** Break up into station groups and get to work!

\*Tomato trellising

\*Compost

\*Sheet mulching

\*Seeding/transplanting/bed management

**11:30-12:15** Garden picnic lunch!

**12:15-12:30** Field Trip closing circle and share out!

**12:30-1:15** Drive back to Keene drop of CGC gardeners & Garden cleanup for some CGC staff

**1:30** Return Vans

### Pre Field Trip Agenda/Work Plan

- ❖ Assess how much food is harvestable- how much people could take home (what they can take home- recipes to send along with)
- ❖ Prep garden stations- gather supplies for trellising, sheet mulching, compost, seeds
- ❖ Contact CGC sites- find out how many folks and who needs a ride in vans
- ❖ Call and set up van rental
- ❖ Make sure there is seating and plans in place to accommodate the physical abilities of all participants at the garden
- ❖ Order/make/arrange lunch
  - Blankets/table
  - Eating utensils/plates/cups
  - Food
  - Drinks

## Field Trip Supplies- Equipment Checklist and Prep List

### General Supplies

- Name Tags
- Sign In sheet
- Liability waivers
- Photo release

### Garden Station Supplies

- Tomato stakes
- Demo pictures
- Twine
- Seeds/Transplants
- Garden Tools
- Sheet mulching supplies – straw/cardboard/compost
- Gloves

### Lunch Supplies

- Food
- Drinks
- Cups
- Utensils
- Plates
- Table Clothes
- Blankets
- Tables
- Chairs/seating

### Fair Share Produce Supplies

- Boxes
- Bags
- Labels
- Recipes
- Preparation Instruction

**Appendix H: WGP Logic Model**

**The Westmoreland Garden Project: Community Garden Connections Logic Model**

*Situation: Food security is related to food access, physical, psychological, and communal health, climate change, and social/economic systems that favor some and marginalize others. Community gardens can increase access to healthy foods, physical activity, and time spent outdoors, as well as strengthen social ties. This production food space not only builds community and social capital, but increases the access to local produce to many of our community's most marginalized members.*

Inputs			Outcomes		
Resources	Activities	Outputs	Short-term	Medium-term	Long-term
CGC Staff specific to initiative: Garden Manager, Volunteer Coordinator  Other CGC Staff  2 Faculty Advisors  Volunteers  Partner Organizations (Cheshire County Conservation District, County)	Plan and Maintain Overall Garden  Engage community and student volunteers in planting, tending and harvesting produce weekly through "work parties" the Westmoreland Garden plot  Outreach and Communications about the garden and related activities and successes  Coordinate and Collaborate with community partners to provide networking and educational opportunities at the garden site  Coordinate with Maintenance staff of Maplewood Nursing home	Teach participants practical food production skills  Directly engage a minimum of 100 volunteers through approximately 32 volunteer opportunities  Involve ~20 community non-profits and social service agency partners  Donate 3,000.bs of fresh produce to local food shelf over 2 growing seasons	Increase ability of Antioch students, faculty, and community members to grow food for the community  Improve access to fresh foods, encourage healthy eating habits, & increase time spent outdoors  Create communal green space  Significantly increase the amount of fresh produce donated to local food shelf → Furthering the mission of CGC to increase	<i>Build community members' capacity to grow and cook healthy with, affordable food</i>  Improve community members' physical and psychological health through gardening  Foster a sense of community through the creation of green, communal spaces  Increase food security in the Keene area  Enhance collaborations	Create a more resilient food system in Keene by increasing access to healthy, affordable foods, building community capacity to feed itself, and fostering greater sense of community overall  Contribute to the City of Keene's goals for addressing climate change by increasing food security and resiliency through local food systems

<p>Extension, Antioch, TKC, Advisory Committee)</p> <p>Resources: Tools, Seeds &amp; Transplants, Funding</p> <p>Outreach: CGC Website, blog, Facebook page and <i>necessary technology and hardware</i></p>	<p>to provide support at the space</p> <p>Share findings in relevant community venues and professional conferences</p> <p><i>Host a Farm to Table fundraising event at the Garden Space</i></p>	<p>Indirectly reach ~250 community members</p> <p>Involve ~25 Antioch students</p> <p>Research and evaluate practices to track programmatic impact</p> <p>Maintain consistent communication within CGC, and online presence</p>	<p>community access to fresh local food</p> <p>Establish mutually beneficial partnerships community stakeholders</p> <p>Create opportunities for Antioch students and faculty to engage in service-learning and applied research projects related to agriculture and sustainability that support community-identified priorities</p>	<p>and build synergies among stakeholders involved in food systems work</p> <p><i>Act as a model site for University/Student driven production food growing spaces</i></p>	
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